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ABSTRACT

This report describes a project to research and create a lesson book and audiotape cassette to help adult English-as-a-Second-Language (ESL) learners acquire specific language skills, vocabulary, and oral practice for communicating confidently and effectively with their children's teachers. The report describes the procedures for development and evaluation of the resulting lesson book and tutor's guide. The lesson book is also included here (but not the videotape). It consists of a series of 17 lessons, with each lesson containing objectives and pre-reading information for the learner, brief dialogues, and vocabulary and phrase lists. Unit topics include: making an appointment with the teacher; asking about daily schedules (elementary school, preschool); asking about the child's English ability; asking about homework; getting information on academic progress; discussing a child's adjustment to school; asking about a child's social interactions; requesting information about a child's behavior, interests, and health at school; volunteering to help in the classroom; asking for clarification; initiating and ending conversations with a teacher; school-to-home correspondence; and tips for parents from parents. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

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ESSENTIAL SCHOOL LANGUAGE

Final Report

By

Renata Campos Laurent
English as a Second Language Coordinator

1994-1995

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Funded as a 353 Special Demonstration Project
CFDA #98-5017 for $4,683
by the Pennsylvania Department of Education
Harrisburg, Pennsylvania

"The activity which is the subject of this report was supported in part by the U.S. Department of Education. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Department of Education or the Pennsylvania Department of Education, and no official endorsement by these agencies should be inferred."

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ABSTRACT PAGE

Title: ESSENTIAL SCHOOL LANGUAGE

Project: # 98-5017		**Funding:** $4,683	
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Purpose: The purpose of this project was to research and create an instructional lesson book and accompanying audio-cassette that would help English as a Second Language students acquire the specific language skills, vocabulary and speaking practice necessary to communicate confidently and effectively with their children's teachers.

Procedures: Parents of pre-school and elementary age children were interviewed to determine what they most wanted to learn and discuss in parent-teacher conferences. Interviews were also conducted with teachers at the pre-school and elementary levels as well as with ESL specialists to learn more about conferences from the educator's perspective.

From these interviews, a lesson book of situation dialogues was developed to help students practice the language needed in different conversations they may have with their children's teachers. Pre-reading exercises and a vocabulary glossary were created to accompany each series of dialogues. Every dialogue was also recorded on an audio-cassette. Sample school-home correspondence was collected and incorporated into the workbook with expansion activities and vocabulary. Tips on helping children make the transition to a new school culture were also collected during the interviews and incorporated into the final chapter.

Summary of Findings: All of the evaluators of this project said that they thought the lesson book would help prepare ESL students to communicate with their children's teachers more confidently and effectively. All evaluations also stated that the subject matter covered in the materials was relevant to their student's interests and concerns. Four out of five of the tutor/student pairs who evaluated the lesson book said that the level was neither too easy nor too difficult for the student. One pair said that the level was "a bit too easy".

Comments: Originally the plan was to interview only non-native English speakers about parent/teacher conferences. In actuality, however, some very valuable insights into the conference process came from parents who are native speakers. Tape recording actual conferences posed a confidentiality problem and after talking with teachers and parents it was decided that it wasn't absolutely necessary to have recordings to create realistic dialogues.

Products:
1. Lesson book which includes pre-reading exercises, dialogues, defined vocabulary, samples of school-home correspondence, expansion activities and tips for parents.
2. Audio-cassette of dialogues from lesson book.

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INTRODUCTION

The purpose of this project was to research and create an instructional lesson book and accompanying audio-cassette that would help English as a Second Language students acquire the specific language skills, vocabulary and speaking practice necessary to communicate confidently and effectively with their children's teachers.

The Mid State Literacy Council is located in State College, PA, a university town with approximately 40,000 students. Because of its location, the vast majority of the council's English as a Second Language learners are spouses of graduate students who will be in the area for several years. Approximately 70% are parents of pre-school or school-age children.

In meeting with these parents and discussing their language needs in routine assessments, it was found that one of their most common apprehensions is that they will not be able to communicate with their children's teachers, particularly during parent/teacher conferences. They worry that they will not understand or be understood and as a result will not be able to help their child in his/her new school environment. These concerns have been widely expressed by parents of pre-schoolers as well as older children.

Recent research in second language acquisition has many language experts agreeing that learning is more meaningful, and thus more successful for learners, when it is directly relevant to their daily lives and immediate needs and interests. Because of this, it was thought that students might be interested in learning language that would prepare them to talk with their children's teachers and become more involved in their schools. Looking through many books, however, nothing was found that addressed that need. This lack of resources inspired the idea of creating new materials, both as resources for tutors as well as to share with other agencies in the community.

Essential School Language was researched and developed between July 1994 and June 1995. Renata Laurent, ESL Coordinator for the Mid State Literacy Council, was the project director. She interviewed parents and teachers, created the lesson book and audio-cassette and oversaw the evaluation and publication of the final products.

Monica Kindig, Director of the Mid State Literacy Council was a mentor for the original writing of the grant proposal and final report. Holly Shaffiee, Program Coordinator of the Mid State Literacy Council assisted in editing and evaluating the workbook, as did the following volunteer tutors: Carol Zollweg, Charles Brua, Jean Pazur, Lois Todd and Mary Ellen Ergler. Susan Campos also offered valuable help with editing, layout and recording the audio-cassette

The following educators also contributed ideas to this project: Sheri Vidunas, Pat Shoffner, Karen Foard, Hodge Barton, Betsy Esbe, Valerie Gates and Dominique Laurent.

The source of dissemination of this project is the Bureau of Adult Basic and Literacy Education Programs, AdvancE, and the Western Pennsylvania Adult Literacy Resource Center where permanent copies of the report will be filed.

STATEMENT OF THE PROBLEM

In meeting with English as a Second Language students at our agency, a series of routine language assessments is always done to determine their goals, strengths and weaknesses. During the oral interview, students are encouraged to articulate some of the situations that they find particularly frustrating or confusing when trying to speak English. One concern is voiced over and over again. ESL students, most of them parents of pre-school or school age children, are concerned that they will not be able to communicate with their children's teachers.

Because the council attempts to individualize instruction to meet students' personal goals, the search began for textbook or materials dealing with language relating to school and conversations with teachers. However, nothing was found that addressed that specific need. That was the inspiration for creating new materials.

GOALS AND OBJECTIVES WITH WHICH TO EXPLORE THE PROBLEM

In thinking about creating a lesson book, it was decided that situational dialogues would be the best format to prepare students for conversations with their children's teachers. The main goal was to make these dialogues as authentic and relevant as possible. The initial objective for exploring the problem was to learn more about what parents and teachers talk about or would like to talk about in conferences.

PROCEDURES WITH WHICH TO EXPLORE THE PROBLEM

Several months were spent interviewing both American and international parents about parent-teacher conferences. These parents were asked what they hoped to learn at these conferences and what was typically confusing or frustrating about them. Preschool and elementary school teachers and ESL specialists were also interviewed about what conferences were like from the teacher's point of view, what type of information is given and what could be potentially problematic for a non-native speaker.

The results of these interviews were used to organize the lesson book. The fifteen topics that parents and teachers most wanted to talk and correspond with each other about were chosen as the chapter subjects. Then sample dialogues, expansion exercises and vocabulary sections were created to prepare learners to talk confidently with teachers about these topics. In each chapter, there are basic dialogues for more beginning speakers and expanded dialogues for more advanced learners. To provide the student with an opportunity for independent practice, all dialogues are also recorded on an accompanying audiocassette.

During the academic year many samples of correspondence that schools sent home to parents were also collected. To help parents recognize and comprehend the various forms, flyers and reports that talk about school life, a chapter with fifteen typical correspondence samples was created. Each correspondence was described for the learner and vocabulary sections and expansion exercises were provided. Finally, because so many wonderful ideas were gathered when speaking with parents and teachers, the final chapter was added. This chapter lists helpful tips for parents from parents and teachers, relating to conferences as well as helping children make the transition to a new school environment.

OBJECTIVE 1

The first objective was to publish fifty copies of an instructional workbook that includes: sample dialogues, sample correspondence, new related vocabulary, practice exercises, expansion ideas and teacher tips.

The fourteen topics that parents and teachers most mentioned they wanted to talk with each other about were used as the chapter subjects. Then sample dialogues, expansion exercises and vocabulary sections were created to prepare learners to talk confidently with teachers about these topics. In each chapter, there are basic dialogues for more beginning speakers and expanded dialogues for more advanced learners.

During the academic year many samples of correspondence that school sent home to parents were also collected. To help parents recognize and comprehend the various forms, flyers and reports that talk about school life, a chapter with fifteen typical correspondence samples was created. Each correspondence was described for the learner and vocabulary sections and expansion exercises were provided. Finally, because so many wonderful ideas were gathered when speaking with parents and teachers, the final chapter was added. This chapter lists helpful tips for parents from parents and teachers, relating to conferences as well as helping children make the transition to a new school environment.

For financial reasons, however, it was determined that the original objective of publishing fifty copies of the lesson book was not feasible. Instead thirty were published.

OBJECTIVE 2

The second objective was to publish fifty copies of an accompanying audio-cassette that includes sample dialogues between parents and teacher. This objective was met as planned.

To provide the student with an opportunity for independent practice, all dialogues are also recorded on an accompanying audio-cassette. This, incidently, turned out to be a very valuable way to check the authenticity of the written dialogues. When saying them into the tape recorder, it became clear that some of the language, while it looked natural in writing, sounded stilted in conversation. There were also contractions, such as I will becoming I'll, that were natural in spoken language that hadn't been included in the written dialogues. During the final editing of the workbook, the dialogues were revised to match the audio-cassette.

For financial reasons, however, it was determined that the original objective of publishing fifty copies of the audio-cassette was not feasible. Instead thirty were published.

OBJECTIVE 3

The third objective was to introduce the instructional materials to twenty-five new tutors at our English as Second Language tutor training workshops. Tutors would then evaluate their effectiveness as teaching tools. This objective was not met as planned.

The reason that the objective was not met as planned is because we have not had a large tutor training workshop since the materials have been completed. However, information about the new resources have been permanently incorporated into the tutor training handbook. The instructional materials will be introduced at training workshops in the future.

Because we have not had twenty-five new tutors trained in our program in the recent past, we were not able to have them evaluate the lesson book either. Also, because it was preferable to have tutors use the workbook with their students, it was decided that twenty-five tutor/student pairs were too many for financial reasons. This is because a rough draft of the 130 page workbook would have had to been copied and bound twenty-five times. Instead, the decision was made to use several tutor/student pairs who had been working with the council already to do the evaluations.

OBJECTIVE 4

The fourth objective was to provide five other programs in our community who work with international students and clients access to these materials through our loan library. This objective was met as planned.

Copies of the workbook and audio-cassette are in our loan library as resources for our tutors. Copies of the program were also sent out to the following programs who work with English as a Second Language students: State College Area School District, State College Area School District Continuing Adult Education, International Hospitality Council, English Speaking Union and Bellefonte Area School District.

EVALUATION PROCEDURES AND RESULTS

In an effort to make this product as learner-centered as possible, it was decided to include students as well as their tutors in the evaluation process. Students ranged in ability from advanced beginners to intermediate speakers. Eight student/tutor pairs were invited to take part in using and evaluating the Essential School Language workbook. Of those eight, five participated in and completed the evaluation. Each pair was given a bound copy of the workbook in its working draft form to use in their lessons over a five week period. Then they were asked to complete a questionnaire commenting on their impressions and suggestions for the final draft. Two staff members also reviewed and evaluated the workbook. The results can be summarized as follows:

The evaluation questionnaire consisted of seven questions. The first question asked whether the workbook would help prepare ESL students to communicate with their children's teachers more confidently and effectively. All seven evaluations answered yes.

The second and third questions asked which sections of the lesson book did participants find particularly useful. The dialogues and vocabulary and idiom lists were found to be the most useful elements of the book.

The fourth question asked if anything new should be added in the final copy of the lesson book. Four evaluations said that the workbook was comprehensive and complete as is. Three evaluations offered suggestions. One wanted to add an exercise that allowed students to create their own dialogues with their tutors using the new vocabulary. One suggested that the introduction be expanded upon to discuss the contents and use of the lesson book in more detail. One suggested that the words in the vocabulary lists be double spaced and put in bold print for easier reading. All of these suggestions have been incorporated into the final draft.

The fifth question asked if the format of the lesson book was clear. Six of the evaluations said that the format was clear. One said that there was some unnecessary repetition.

The sixth question asked whether the subject matter of the book was relevant to the student's interests and concerns. All seven evaluations said yes.

The seventh question asked whether the lesson book was too easy or difficult for the student. (Students ranged in ability from advanced beginners to intermediate speakers). Of the five evaluations where tutor/student pairs were the participants, four answered that the student found the lesson book useful and neither too easy nor too difficult. One evaluation answered that the book was "a bit too easy".

The eighth question asked for additional comments and suggestions. Here there were general comments about editing as well as many responses about the usefulness of the lesson book such as: "In my experience mature ESL students are most interested in their child's education and to be able to talk to teachers is extremely important. I would say that you have a winner in so far as getting ESL students interested" , "In the future someone might develop similar plans for help in other areas", and "Excellent and much needed topic".

DISSEMINATION OF THE FINDINGS OF THE PRODUCT

The source of dissemination of this project is the Bureau of Adult Basic and Literacy Education Programs, AdvancE, and the Western Pennsylvania Adult Literacy Resource Center where permanent copies of the report will be filed.

CONCLUSIONS AND RECOMMENDATIONS

The evaluations of Essential School Language suggest that it could be a relevant and useful learning tool for English as a Second Language students in many communities. Parents are interested in their children's education. The ability to speak with teachers and be involved in school life is an important ingredient in supporting children during their school years.

Essential School Language also offers a format that is flexible and adaptable. It encourages conversation between tutor and student, and tutors can use the formula in the lesson book to address other situations or conversation needs that come up for parents when dealing with children's teachers. The format could also be adapted by other agencies in creating materials to help students acquire language skills necessary in other daily life situations such as talking with a pediatrician, sales clerk or bus driver.

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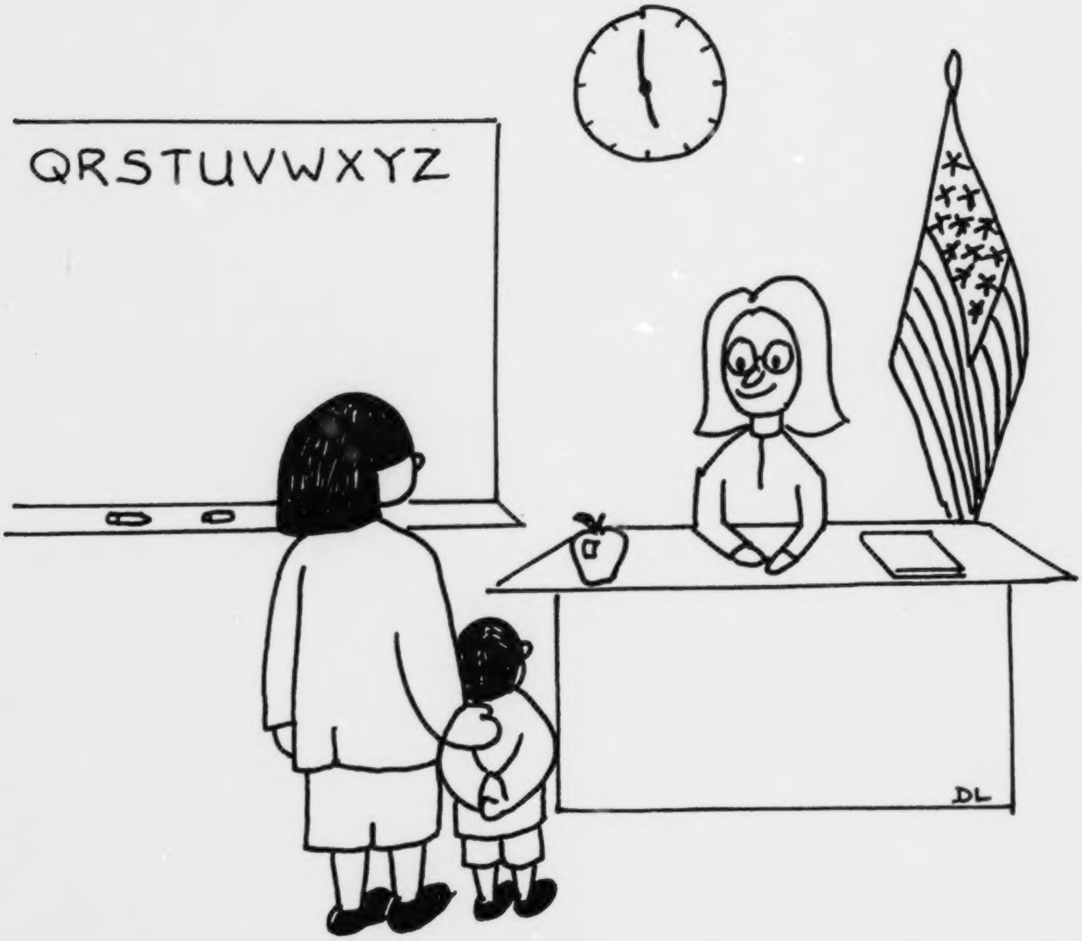

By Renata C. Laurent

Mid State Literacy Council

Pennsylvania Department of Education
353 Special Experimental Project #98-5017

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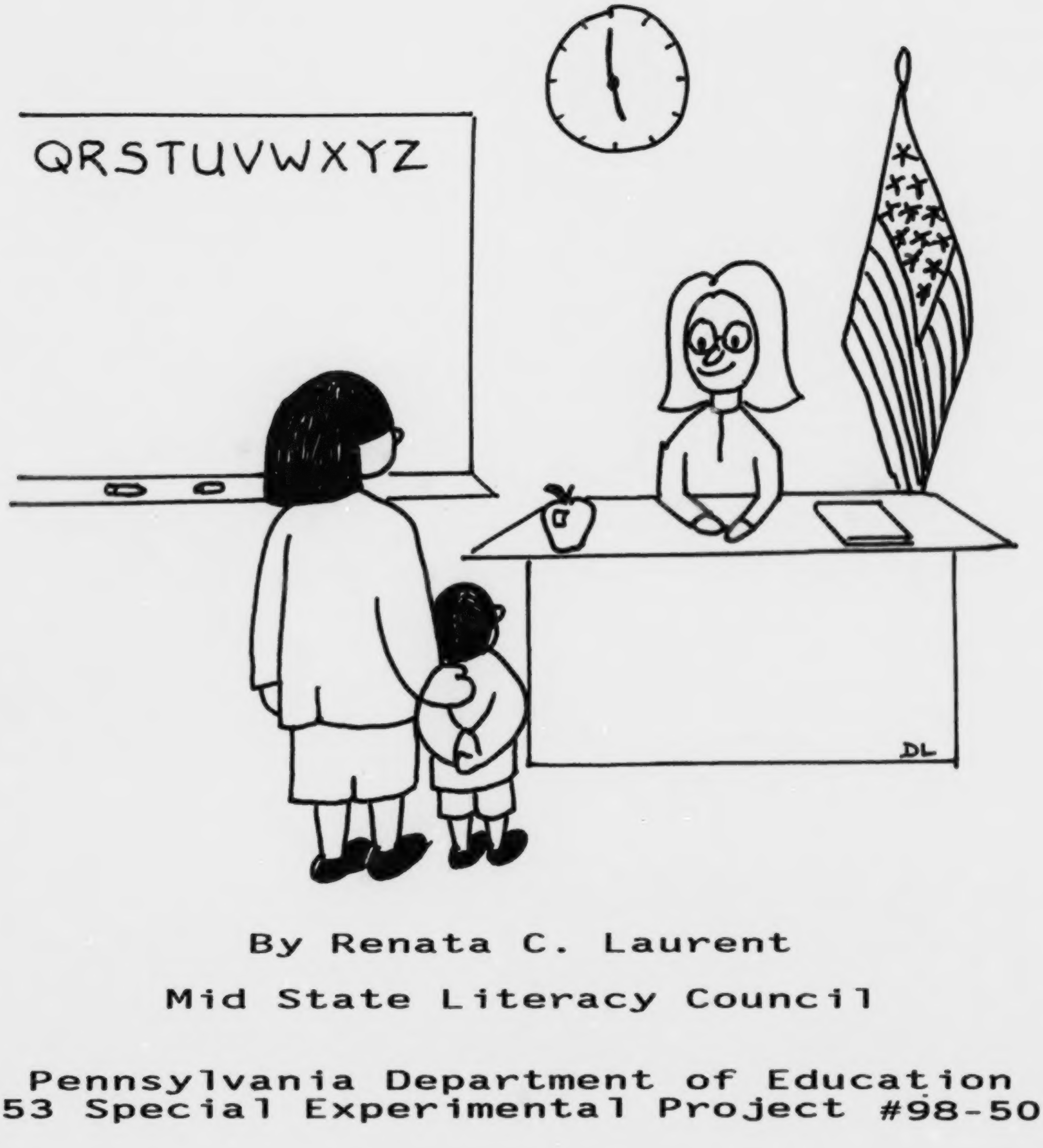

By Renata C. Laurent

Mid State Literacy Council

Pennsylvania Department of Education
353 Special Experimental Project #98-5017

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INTRODUCTION

INTRODUCTION

The purpose of this project was to research and create an instructional lesson book and accompanying audio-cassette that would help English as a Second Language students acquire the specific language skills, vocabulary and speaking practice necessary to communicate confidently and effectively with their children's teachers.

The Mid State Literacy Council is located in State College, PA, a university town with approximately 40,000 students. Because of its location, the vast majority of the Council's English as a Second Language learners are spouses of graduate students who will be in the area for several years. Approximately 70% are parents of pre-school or school-age children.

In meeting with these parents and discussing their language needs, it was found that one of their most common apprehensions is that they will not be able to communicate with their children's teachers, particularly during parent/teacher conferences. They worry that they will not understand or be understood and as a result will not be able to help their child in his/her new school environment. These concerns have been widely expressed by parents of pre-schoolers as well as older children.

Recent research in second language acquisition has many language experts agreeing that learning is more meaningful, and thus more successful, for learners when it is directly relevant to their daily lives and immediate needs and interests. Because of this, it was decided that our students might be interested in learning language that would prepare them to talk with their children's teachers and become more involved in their schools. Looking through many books, however, nothing was found that addressed that need.

Before beginning to work on this lesson book, several months were spent interviewing both native and non-native English speaking parents about parent-teacher conferences. Parents were asked what they hoped to learn at these conferences and what was typically confusing or frustrating about them. Preschool and elementary school teachers and two ESL specialists were also interviewed about what conferences were like from the teacher's point of view, what type of information is given and what could be potentially problematic for a non-native speaker.

The results of these interviews were used to organize this project. The fifteen topics that parents and teachers most wanted to talk with each other about were chosen as the chapter subjects. Then sample dialogues, expansion exercises and vocabulary sections were created to prepare learners to talk confidently with teachers about these topics. In each chapter, there are basic dialogues for more beginning speakers and expanded dialogues from more advanced learners. To provide the student with an opportunity for independent practice, all dialogues are also recorded on an accompanying audio-cassette.

During the academic year many samples of correspondence that schools sent home to parents were collected. To help parents recognize and comprehend the various forms, flyers and reports that talk about school life, Chapter 16 was created. In this chapter fifteen typical correspondence samples were selected and described for the learner and vocabulary sections and expansion exercises were provided. Finally, because so many wonderful ideas were collected when speaking with parents and teachers, the last chapter was added. This chapter lists helpful tips for parents from parents and teachers, relating to conferences as well as helping children make the transition to a new school environment.

Many people contributed to the completion of Essential School Language. Renata Laurent, ESL Coordinator for the Mid State Literacy Council, was the project director. She interviewed parents and teachers, created the lesson book and audio-cassette and oversaw the evaluation and publication of the final products.

Monica Kindig, Director of the Mid State Literacy Council, was a mentor for the original writing of the grant proposal and final report. Holly Shaffiee, Program Coordinator of the Mid State Literacy Council, assisted in editing and evaluating the lesson book as did the following volunteer tutors: Carol Zollweg, Charles Brua, Jean Pazur, Lois Todd and Mary Ellen Ergler. Susan Campos offered valuable help with the editing, layout and the creation of the audio-cassette.

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TUTOR'S GUIDE

TUTOR'S GUIDE

Essential School Language was designed to have as flexible and adaptable a format as possible, so as to meet the varied needs of tutors and students and encourage conversation between them. Each of the first sixteen chapters focuses on a possible conversation or situation that may occur when parents and teachers talk and correspond together. The chapters begin with a statement of objectives. Then three pre-reading exercises follow.

The first exercise suggests questions the tutor may pose to the learner to tap into his/her own experience with the subject about to be studied. This exercise is helpful because it activates the learner's own knowledge of vocabulary relating to the topic and, hopefully, sparks his/her interest in the dialogues that follow.

The second exercise is a preview of new vocabulary. Here the learner is asked to guess the meaning of new words or idiomatic expressions as they are used in the context of sentences. Then, as he/she reads the dialogues that follow, the learner may confirm or revise guesses as the new words appear in different contexts.

The third exercise places the learner into a fictitious situation similar to the situation played out in the dialogues and asks the student what he/she would say or respond. This again activates the learner's own knowledge of vocabulary and heightens his/her interest in the conversations that follow.

When studying the dialogues together, the tutor may want to read aloud first, allowing the learner to listen to intonation and pronunciation. Then the tutor may read the dialogue again, pausing after each sentence to let the learner repeat. Finally, the student may take one part while the tutor takes another and then they may reverse. After finishing a chapter, the learner should be encouraged to make up new dialogues about the same topic for practice.

Following each series of dialogues is a vocabulary list where the learner may check the meanings of unfamiliar words and expressions. These vocabulary words have all been written with the context of school and parent/teacher conferences in mind. Also, the definitions do not come from a dictionary, as the author wanted to use as simplified language as possible for ESL learners.

Because students are often anxious to practice new skills in between sessions with their tutors, Essential School Language also comes with an accompanying audio-cassette. Here all of the dialogues from the lesson book were recorded for independent practice.

CHAPTER 1

MAKING AN APPOINTMENT WITH THE TEACHER

MAKING AN APPOINTMENT WITH THE TEACHER

Chapter Objectives:

1. Learner will be able to make an appointment with child's teacher.
2. Learner will be able to recognize and use 14 new vocabulary words and idiomatic expressions relating to making an appointment.

Tapping into the learner's own experience:

1. Have you ever made an appointment to talk with your child's teacher? Did you meet before or after school? Was it a nice experience?
2. What are some reasons you may want to speak with a teacher?

Previewing chapter vocabulary - learner should try to determine the meanings of the underlined words and expressions:

1. Do you think you can stop in to get the book this afternoon.
2. He is looking forward to going to the movies this weekend.
3. His parents were pleased with the grades on his report card.
4. I would like to meet with you to discuss the plans for the party.
5. After the children go to school, let's sit down together and have some tea.

What would the learner do in the following situation?

You have some questions about your son's report card and would like to set up a meeting with his teacher. What are some things you may say to her?

Suggestions for studying the dialogues on the following pages:

Before reading the dialogues together, have the learner skim each group of conversations noting unfamiliar vocabulary, idiomatic expressions or grammatical structures. Discuss these new terms with the learner. Then read the dialogue aloud, allowing student to listen to intonation and pronunciation. Then read the dialogue again, pausing after each sentence to let the learner repeat. Finally, take one part while the student takes another and then reverse. After finishing a chapter, the learner can make up new dialogues about the same topic for practice.

MAKING AN APPOINTMENT WITH THE TEACHER

BASIC:

Parent: Ms. Sanders, I'd like to make an appointment with you to talk about John.

Teacher: That's fine. Could you come to the classroom next Thursday after school?

Parent: Yes. Thank you. I'll be looking forward to meeting with you.

Parent: Ms. Sanders, I have some questions I'd like to ask you about John.

Teacher: Fine. When would be a good day for us to meet after school?

Parent: Wednesday or Thursday afternoon next week would be perfect.

Parent: Ms. Sanders, would there be a time when we could sit down together to talk about John?

Teacher: Sure. I'm here most afternoons between three and four o'clock.

Parent: I'll stop in tomorrow then.

EXPANDED 1 - MAKING AN APPOINTMENT:

Parent: Mrs. Smith, I'd like to make an appointment to talk with you about Rosa.

Teacher: Fine. Is there something in particular that you'd like to talk about?

Parent: I'd like to talk about Rosa's schoolwork. I want to help her at home.

Teacher: Could you meet with me at four o'clock next Friday?

Parent: Yes. Thank you. I'll be looking forward to meeting with you.

Parent: Mrs. Smith, I have some concerns about Rosa and I'd like to discuss them with you.

Teacher: Is there something in particular that you'd like to talk about?

Parent: I'd like to talk about Rosa's grades in reading and math. I want to understand why she's having trouble.

Teacher: Could you meet at three o'clock next Monday?

Parent: Yes. Thanks. I'll be looking forward to hearing what you have to say.

Parent: Mrs. Smith, would there be a time that I could meet with you to talk about Rosa?

Teacher: Of course. What types of things would you like to talk about?

Parent: Rosa thinks her class work is too easy. I was wondering if we could think of a way to make it more challenging for her.

Teacher: Could you come to the classroom tomorrow afternoon?

Parent: Yes. That would be okay. I'll be looking forward to hearing your ideas.

VOCABULARY - MAKING AN APPOINTMENT:

BASIC:

TO STOP IN: to come by, to drop in.

TO MAKE AN APPOINTMENT: to agree on a time to meet.

TO LOOK FORWARD TO: to anticipate with pleasure.

TO MEET WITH: to get together with someone.

WHEN WOULD BE A GOOD DAY?: when would be a convenient or possible day.

TO SIT DOWN TOGETHER: to meet to discuss something, usually for a longer period of time.

EXPANDED 1:

IN PARTICULAR: especially.

CONCERNS: issues, problems, worries, anxieties.

GRADES: the system by which students progress is evaluated: A,B,C,D,F, etc...

TO HAVE TROUBLE: to have difficulties, complications.

TO HEAR WHAT SOMEONE HAS TO SAY: to listen to someone's ideas or opinions.

TYPE: kind, genre.

CHALLENGING: interesting, difficult, something that causes someone to think or try hard.

TO BE OKAY: to be fine, no problem

CHAPTER 2

ASKING ABOUT THE DAILY SCHEDULE AT ELEMENTARY SCHOOL

ASKING ABOUT THE SCHEDULE AT AN ELEMENTARY SCHOOL

Chapter Objectives:

1. Learner will be able to ask a teacher about a child's schedule at school.

2. Learner will be able to recognize and use 43 new vocabulary words and idiomatic expressions relating to a child's schedule at school.

Tapping into the learner's own experience:

1. What were your favorite parts of the school day when you were a child?

2. Did you study all subjects every day, or were they on different days of the week?

3. What does your child enjoy most about going to school?

Previewing chapter vocabulary - learner should try to determine the meanings of the underlined words and expressions:

1. The newspaper article I just read was very informative.
2. The class was studying the Civil War in social studies.
3. Angela liked to play jump rope at recess.
4. Jamie brought his pet rat to show the class at sharing time.
5. The children sat at long tables in the cafeteria to eat their lunches.
6. The daily itinerary is written on the board so that children will know what to expect.

What would the learner do in the following situation?

You would like to have a better understanding of what your child does at school every day. What questions would you ask his teacher?

Suggestions for studying the dialogues on the following pages:

Before reading the dialogues together, have the learner skim each group of conversations noting unfamiliar vocabulary, idiomatic expressions or grammatical structures. Discuss these new terms with the learner. Then read the dialogue aloud, allowing student to listen to intonation and pronunciation. Then read the dialogue again, pausing after each sentence to let the learner repeat. Finally, take one part while the student takes another and then reverse. After finishing a chapter, the learner can make up new dialogues about the same topic for practice.

ASKING TEACHER ABOUT ELEMENTARY SCHOOL'S SCHEDULE

I. BASIC:

Parent: I'd like to know more about Linda's school day.

Teacher: Let me find a copy of our class schedule and we can look at it together.

Parent: Thank you. That would be very interesting.

Parent: I'd like to know more about what Linda does at school every day.

Teacher: Every day our routine is a little bit different. Would you like me to explain our weekly itinerary to you.

Parent: Yes, please. That would be very helpful.

Parent: Could you tell me what Linda might do on an average school day?

Teacher: I always write the class schedule on the chalk board. Let's look at it together.

Parent: Thanks. That would be very informative.

EXPANDED 1 - ELEMENTARY SCHEDULE:

Parent: I would like to know more about Gabriel's school day.

Teacher: Let me find a copy of our class schedule and we can look at it together.

Parent: Thank you. That would be very interesting.

Teacher: Here it is. In the morning we work on language arts, which includes reading, writing and spelling. Then at 10:00 the children go to art. Before lunch they go outside for recess, and after lunch I read them a story. In the afternoon, they go to Mr. Brown's room to study math, social studies and science. They also have physical education in the afternoon.

Parent: I would like to know more about what Gabriel does at school every day.

Teacher: Every day our routine is a little bit different. Would you like me to explain our weekly itinerary to you?

Parent: Yes, please. That would be very helpful.

Teacher: In the morning we work on reading and writing. Then at 10:00 the children go to the library. Before lunch we go outside for a break, and when we return from the cafeteria we discuss current events. In the afternoon, the children go to Mr. Brown's room to study math, social studies and science. They also have music in the afternoon.

Parent: Could you tell me what Gabriel might do on an average school day?

Teacher: I always write the class schedule on the chalkboard. Let's look at it together.

Parent: Thank you. That would be very informative.

Teacher: In the morning we work at the writing center. Then at 10:00 the children go to the computer lab. Before lunch they go outside for free play, and after lunch we have a sharing time. In the afternoon, they go to Mr. Brown's room to study math, social studies and science. They also have gym in the afternoon.

EXPANDED 2 - ELEMENTARY SCHEDULE:

Parent: I would like to know more about Maria's school day.

Teacher: Let me find a copy of our class schedule and we can look at it together.

Parent: Thank you. That would be very interesting.

Teacher: Let's see, in the morning we work on language arts, which includes reading, writing and spelling. I work with the children in small groups, and they work together writing and editing stories.

Then at 10:00 the children go to art. This month they are learning how to use clay.

Before lunch they go outside for recess. I've noticed that Linda enjoys jumping rope.

In the afternoon, they go to Mr. Brown's room to study math, where they are learning multiplication. Then they study social studies, where they are learning about American pioneers. In science, they are learning about magnets.

Parent: I would like to know more about what Maria does at school every day.

Teacher: Every day our routine is a little bit different. Would you like me to explain our weekly itinerary to you?

Parent: Yes, please. That would be very helpful.

Teacher: In the morning we work on reading and writing. I read with the children in small groups, and they write their own books.

Then at 10:00 the children go to the library. This month they are learning about folktales.

Before lunch they go outside for a break. I've noticed that Maria enjoys playing hopscotch.

In the afternoon, they go to Mr. Brown's room to study math, where they are learning division. Then they study social studies, where they are learning about the Civil War. In science they are learning about birds.

EXPANDED 2 CONTINUED - ELEMENTARY SCHEDULE:

Parent: Could you tell me what Maria might do on an average school day?

Teacher: I always write the class schedule on the chalk board. Let's look at it together.

Parent: Thank you. That would be very informative.

Teacher: In the morning we go to the writing center. The children work on their spelling and writing by writing compositions.

Then at 10:00 the children go to the computer lab. This month they are learning how to type on the keyboard.

Before lunch they go outside for free play. I've noticed that Maria enjoys playing basketball.

In the afternoon, they go to Mr. Brown's room to study math, where they are learning the metric system. Then they study social studies, where they are learning to read maps. In science they are learning about nutrition.

VOCABULARY - ELEMENTARY SCHEDULE:

BASIC:

TO COPY: to write something over again or to imitate.

SCHEDULE: itinerary, a list of what people do at different times of the day.

HELPFUL: useful.

WEEKLY: every week.

ITINERARY: schedule, a list of what people do at different times of the day.

TO EXPLAIN: to tell someone about something.

ROUTINE: a pattern of activity that repeats itself.

AVERAGE: typical, normal.

CHALKBOARD: a large surface, usually dark in color, which can be written upon with chalk.

INFORMATIVE: interesting, gives new information.

VOCABULARY CONTINUED - ELEMENTARY SCHEDULE, EXPANDED 1

LANGUAGE ARTS: a subject made up of the following disciplines: reading, writing, communication, spelling and grammar.

READING: learning and practicing reading and comprehension of written words.

WRITING: learning to form letters, also learning to create written compositions.

SPELLING: learning about the spelling and phonics of words.

ART: learning various art forms, typically includes drawing, painting, ceramics.

RECESS: time for relaxation, recreation and amusement.

MATH: learning about numbers, mathematical concepts and how they relate to real life.

SOCIAL STUDIES: learning about history, sociology and geography.

SCIENCE: learning about the physical world and what makes it work.

PHYSICAL EDUCATION: learning to develop physical strength, coordination, flexibility and sportsmanship.

COMPUTER LAB: area where students learn to use computers.

FREE PLAY: time for relaxation, recreation and amusement.

SHARING TIME: time when students share stories or things they have learned with each other.

GYM: a way to refer to physical education class or gymnasium.

CAFETERIA: a school lunch room.

CURRENT EVENTS: news, sports or community events that have happened recently.

LIBRARY: a place where students can read and borrow books or do research.

MUSIC: learning about rhythm, melody, new instruments and musical notation.

VOCABULARY CONTINUED- ELEMENTARY SCHEDULE, EXPANDED 2

EDITING: correcting one's grammar, spelling and composition style.

JUMPING ROPE: a game of jumping rope requiring rhythm and endurance.

MULTIPLICATION: Example : 3 x 2 = 6.

PIONEERS: early settlers or explorers.

MAGNETS: an iron that has the ability to attract or repel another iron.

DIVISION: Example: 24 divided by 6 = 4.

HOPSCOTCH: a game of hopping from square to square requiring balance and precision.

FOLKTALES: old stories passed down through generations orally.

CIVIL WAR: important U.S. war in the 19th century between northern and southern factions of the country.

COMPOSITIONS: essays or writing samples about a certain topic.

TYPE: kind, genre.

KEYBOARD: the area of a computer where you can type letters and numbers.

BASKETBALL: a team game where a ball is bounced on the ground or thrown through a high hoop.

METRIC SYSTEM: a measuring system used in most of the world based on increments of tens, such as meters, kilometers, etc...

NUTRITION: the study of food groups, vitamins and good eating habits.

CHAPTER 3

ASKING ABOUT THE DAILY SCHEDULE AT PRESCHOOL

ASKING ABOUT A CHILD'S SCHEDULE AT PRE-SCHOOL

Chapter Objectives:

1. Learner will be able to ask a teacher about a child's schedule at preschool.

2. Learner will be able to recognize and use 31 new vocabulary words and idiomatic expressions relating to a child's schedule at preschool.

Tapping into the learner's own experience:

1. Do children in your native country usually go to preschool? What activities do they do at preschool?

2. What activities does or did your child enjoy doing when he/she was three years old?

Previewing chapter vocabulary - learner should try to determine the meanings of the underlined words and expressions:

1. The schedule lists all of the activities we plan to do today.
2. On a typical day we do eight hours of work.
3. The children ate juice and cookies for their snack.
4. We have learning centers where children can paint, build and garden.
5. The teacher read the children two stories during circle time.
6. The children follow the same routine every day.

What would the learner do in the following situation?

You are looking for a preschool for your child and want to learn about what a typical day would be like for him at different schools. What questions would you ask the teachers?

Suggestions for studying the dialogues on the following pages:

Before reading the dialogues together, have the learner skim each group of conversations noting unfamiliar vocabulary, idiomatic expressions or grammatical structures. Discuss these new terms with the learner. Then read the dialogue aloud, allowing student to listen to intonation and pronunciation. Then read the dialogue again, pausing after each sentence to let the learner repeat. Finally, take one part while the student takes another and then reverse. After finishing a chapter, the learner can make up new dialogues about the same topic for practice.

ASKING TEACHER ABOUT PRE-SCHOOL SCHEDULE

I.BASIC:

Parent: I would like to know more about what the children do every day.
Teacher: Would you like me to tell you our daily routine?
Parent: Yes, please. That would be wonderful.

Parent: I would like to know more about what Angela does every day.
Teacher: Would you like me to tell you our daily schedule?
Parent: Yes, please. That would be helpful.

Parent: Could you tell me what Angela does on a typical day?
Teacher: Would you like me to tell you about our daily activities?
Parent: Yes, please. That would be interesting.

EXPANDED 1 - PRE-SCHOOL SCHEDULE:

Parent: I would like to know more about what Eric does each day.

Teacher: Would you like me to tell you our daily schedule?

Parent: Yes, please. That would be very nice.

Teacher: When the children arrive they have free play. They can play with any of the toys in the room. Then at 9:30, we gather together for circle time and sing songs or read stories. Then the children go to the gymnasium. Finally we eat our snack and do a group activity together.

Parent: I would like to know more about what Eric does every day.

Teacher: Would you like me to tell you about our daily routine?

Parent: Yes, please. That would be great.

Teacher: When the children arrive they use the crayons and markers to draw pictures. Then at 9:30, we come together for story time. Then the children go outside to play on the playground. Finally we eat our snack and do a group project together.

Parent: I would like to hear about Eric's typical day.

Teacher: Would you like me to tell you about our daily activities?

Parent: Yes, please. That would be very nice.

Teacher: When the children arrive they play at the different learning centers. Then at 9:30, we join together for music and dancing. Then the children go to the playroom. Finally we eat our snack and do a group lesson together.

EXPANDED 2 - PRE-SCHOOL SCHEDULE:

Parent: I would like to know more about what Julia does each day.

Teacher: Would you like me to tell you about our daily routine?

Parent: Yes, please. That would be wonderful.

Teacher: When the children arrive they have free play. They can play with any of the toys in the room. Some children paint, some color, others like to play with beads or blocks.

Then at 9:30, we gather together for circle time and sing songs and read stories. Then the children go to the gymnasium where there are ladders and slides and tunnels to play on.

Finally we eat our snack and do a group activity together. Every day we do something different such as baking muffins or painting a mural.

Parent: I would like to know more about what Julia does each day.

Teacher: Would you like me to tell you our daily schedule?

Parent: Yes, please. That would be helpful.

Teacher: When the children arrive they begin their day with art time. They can draw pictures with markers or crayons. Some children paint boxes, some paint on paper and others use easels.

Then at 9:30, we gather together for story time. We usually read several picture books. Then the children go to the playground where there are swings and slides to play on.

Finally we eat our snack and do a group project together. Every day we do something different such as making masks or kites.

EXPANDED 2 CONTINUED - PRE-SCHOOL SCHEDULE:

Parent: I would like to know more about Julia's typical day.

Teacher: Would you like me to tell you our daily activities?

Parent: Yes, please. That would be interesting.

Teacher: When the children arrive they play at the different learning centers. For example, we have a building center, a housekeeping center and an art center.

Then at 9:30, we come together for music and dancing. Then the children go to the playroom where there are sand and water tubs and a puppet theatre.

Finally we eat our snack and do a group lesson together. Every week we learn about something different such as fairy tales or dinosaurs.

VOCABULARY - PRE-SCHOOL SCHEDULE:

BASIC:

SCHEDULE: itinerary, a list of what people do at different times of the day.

ROUTINE: a pattern of activity that repeats itself.

ACTIVITIES: occupations or projects.

HELPFUL: cooperative, useful.

WONDERFUL: very good, a positive description.

INTERESTING: informative, something that people are eager to know about.

TYPICAL: average, usual.

VOCABULARY CONTINUED- PRE-SCHOOL SCHEDULE, EXPANDED 1:

NICE: good, a positive description.

CRAYONS: waxy writing tools that are popular with children and come in many colors.

MARKERS: ink-based writing tools that come in many colors.

GREAT: very good, a positive description.

PLAYGROUND: an outside area where children play on swings, slides, etc...

LEARNING CENTERS: areas in a pre-school room where children can do different activities.

PLAYROOM: an indoor room where children can play.

SNACK: a light meal between the three main meals of the day.

FREE PLAY: a time when children can do whatever they want for amusement.

CIRCLE TIME: a time when children sit in a circle with their teacher to sing songs, hear stories, etc...

GATHER TOGETHER: when people move close together into a small space.

GYMNASIUM: a large room where people can play in physical ways.

COME TOGETHER: when people move close together into a small space or for a common purpose.

JOIN TOGETHER: when people move close together into a small space or for a common purpose.

PROJECT: an job or activity that results in an end product.

VOCABULARY CONTINUED - PRE-SCHOOL SCHEDULE, EXPANDED 2:

EASEL: a structure that artists use to paint on.

PICTURE BOOK: a book for children that has few or no words.

TUB: a large container that usually holds water.

PUPPET: a doll that can be moved by hand from the inside or with strings from the outside.

THEATRE: a place where a performance takes place, such as a play or opera.

FAIRY TALE: a magical story, often written for children.

DINOSAUR: a very big, pre-historic reptile.

MUFFIN: a little individual bread that is often sweet.

MURAL: a large painting on a wall.

CHAPTER 4

ASKING ABOUT A CHILD'S ENGLISH ABILITY

ASKING ABOUT A CHILD'S ENGLISH ABILITY

Chapter Objectives:

1. Learner will be able to ask a teacher about a child's English ability.
2. Learner will be able to recognize and use 21 new vocabulary words and idiomatic expressions relating to a child's English ability

Tapping into the learner's own experience:

1. When you were a child did you study a second language? Did you ever live outside of your native country?
2. Some people think that children learn new languages more quickly than adults. Do you think this is true? Why or why not?
3. Has your child had a difficult time learning English?

Previewing chapter vocabulary - learner should try to determine the meanings of the underlined words and expressions:

1. Eric is making progress in swimming. He can now swim from one end of the pool to the other.
2. Amy is trying to improve her French. She studies a little bit every day.
3. He picked up Spanish within months of moving to Mexico.
4. It was difficult for Andrew to make friends at his new school.
5. All of the children are required to wear uniforms.

What would the learner do in the following situation?

You are worried that your child's progress in English is too slow. What questions do you have for his teacher?

Suggestions for studying the dialogues on the following pages:

Before reading the dialogues together, have the learner skim each group of conversations noting unfamiliar vocabulary, idiomatic expressions or grammatical structures. Discuss these new terms with the learner. Then read the dialogue aloud, allowing student to listen to intonation and pronunciation. Then read the dialogue again, pausing after each sentence to let the learner repeat. Finally, take one part while the student takes another and then reverse. After finishing a chapter, the learner can make up new dialogues about the same topic for practice.

ASKING ABOUT A CHILD'S ENGLISH ABILITY

BASIC:

Parent: How is Natalia's English?

Teacher: Natalia is learning English very quickly. She is speaking more and more at school.

Parent: Is Natalia's English improving?

Teacher: Yes. Natalia's English is getting better every day. She now participates often in class.

Parent: Is Natalia making progress in English?

Teacher: Yes. Natalia is making progress, but she is still very shy. She doesn't seem comfortable speaking in front of the class yet.

EXPANDED 1 - ENGLISH ABILITY:

Parent: Is Antonio's English getting better?

Teacher: His English is definitely improving, but he is still having difficulty in subjects that require lots of reading and writing such as social studies. It would be good to find him some extra help. We can speak with his ESL teacher about that.

Parent: I am concerned that Antonio's English isn't improving quickly enough?

Teacher: His English is definitely improving, but he is self-conscious about speaking and for that reason is having difficulty making friends with other children. It might be helpful to find him some extra help.

Parent: Do you think that we should find extra help for Antonio in English?

Teacher: I don't think it's necessary. He seems to be picking up English very quickly. I'm completely satisfied with his progress.

VOCABULARY - ENGLISH ABILITY:

BASIC:

TO IMPROVE: to make progress, to get better.

TO GET BETTER: to improve, to make progress.

TO PARTICIPATE: to join in an activity.

OFTEN: frequently.

TO MAKE PROGRESS: to advance, to improve, to get better.

SHY: fearful of being noticed or communicating with others.

COMFORTABLE: content, at ease.

MORE AND MORE: with growing frequency.

EXPANDED 1:

DEFINITELY: with certainty.

DIFFICULTY: problem, trouble.

TO REQUIRE: an obligation that must be obeyed.

SUBJECTS: disciplines, academic areas.

SOCIAL STUDIES: learning about history, sociology or geography.

SUCH AS: for example.

EXTRA: additional, more.

ESL: English as a Second Language

ENOUGH: sufficient.

SELF-CONSCIOUS: feeling shy or embarrassed.

TO MAKE FRIENDS: to begin or form friendships.

TO PICK UP: to learn something in an informal way, almost without effort.

SATISFIED: content.

CHAPTER 5

ASKING ABOUT A CHILD'S HOMEWORK

ASKING ABOUT A CHILD'S HOMEWORK

Chapter Objectives:

1. Learner will be able to ask a teacher about a child's homework.

2. Learner will be able to recognize and use 34 new vocabulary words and idiomatic expressions relating to a child's homework.

Tapping into the learner's own experience:

1. Do you think children do more homework in your native country or in the U.S.?

2. When you were a child did you do your homework when you got home from school or later in the evening?

3. When does your child do homework and what do you do to help him/her?

Previewing chapter vocabulary - learner should try to determine the meanings of the underlined words and expressions:

1. Sarah teacher assigned two hours of homework every night.
2. Jim's favorite subject is math and his least favorite subject is spelling.
3. Marcie is supposed to wash the dishes every night after supper.
4. The teacher expects all of the children to be in their seats at the sound of the bell.
5. Amy checked to see if her book was in her bag before leaving for school.
6. Jane made a list to help her keep track of all the things she had to do during the day.

What would the learner do in the following situation?

You have received a note that your daughter hasn't been doing her homework. What questions do you have for her teacher?

Suggestions for studying the dialogues on the following pages:

Before reading the dialogues together, have the learner skim each group of conversations noting unfamiliar vocabulary, idiomatic expressions or grammatical structures. Discuss these new terms with the learner. Then read the dialogue aloud, allowing student to listen to intonation and pronunciation. Then read the dialogue again, pausing after each sentence to let the learner repeat. Finally, take one part while the student takes another and then reverse. After finishing a chapter, the learner can make up new dialogues about the same topic for practice.

ASKING ABOUT A CHILD'S HOMEWORK

BASIC:

Parent: Will Joseph have homework every day?

Teacher: He will have homework on most days. There will usually be a math assignment and also homework in one or two other subjects.

Parent: How often will Joseph have homework?

Teacher: I assign about an hour of homework every day except Friday. I think it's important for children to be able to relax and spend time with their families on weekends.

Parent: Should we expect Joseph to bring homework home this year?

Teacher: Very rarely. Usually first graders don't have much homework, although sometimes he will need to study spelling words for our weekly test.

EXPANDED 1 - HOMEWORK:

Parent: How can I help Elaine remember her homework assignments? Sometimes she forgets them or doesn't understand what she's supposed to do.

Teacher: Maybe it would help Elaine to get the telephone number of a classmate. That way if she forgets or doesn't understand something, she'll have someone to ask.

Parent: What can Elaine do to keep track of her homework assignments?

Teacher: It may be helpful to buy her a little notebook where she can write her assignments every day. I can even check it before she goes home to make sure she understands what is expected of her.

Parent: How much should we help Elaine with her homework?

Teacher: That's a difficult question to answer. I would say that it's best to help her understand her work, but not to do the assignments for her.

EXPANDED 2 - HOMEWORK:

Teacher: I wanted to let you know that Andrew has not been turning in his homework assignments lately.

Parent: I didn't know that. He always tells me that he finished his work at school or that there was no homework assigned.

Teacher: I assign homework almost every day. I will discuss this problem with Andrew. You may want to mention it to him also.

Teacher: I wanted to make you aware of the fact that Andrew has not been completing his homework assignments recently.

Parent: I didn't realize that. He has always been so responsible about doing homework that I've stopped asking him about it.

Teacher: It would be a shame if his grades were affected. I will talk with Andrew about this. You may want to bring it up with him also.

Teacher: I wanted to tell you that Andrew has not been doing a good job on his homework over the last few weeks.

Parent: I didn't know that. Maybe he needs to spend more time doing homework and less time playing baseball after school.

Teacher: Maybe that is what is happening. He is usually such a good student. He is probably just trying to do too much.

VOCABULARY - HOMEWORK

BASIC:

HOMEWORK: work that a child does at home to review the lessons from the school day.

MOST DAYS: almost all days.

USUALLY: most of the time, with great frequency.

ASSIGNMENT: the specific work a teacher tells a student to do.

SUBJECTS: disciplines, academic areas of study.

TO ASSIGN: to give someone a task to complete.

TO EXPECT: to think that something will happen in a certain way.

RARELY: seldom, doesn't usually happen.

FIRST GRADER: a child who is in the first grade.

SPELLING WORDS: a list of words that a child is responsible for learning to spell correctly, typically there is a new list every week.

EXPANDED 1:

TO FORGET: to fail to remember.

TO UNDERSTAND: to comprehend.

SUPPOSED TO: should.

HELPFUL: useful.

NOTEBOOK: usually a plastic book that holds paper.

TO CHECK: to verify, to see if everything is alright.

WHAT IS EXPECTED: requirements, how things are usually done.

DIFFICULT: hard, tough, challenging.

I WOULD SAY: in my opinion.

IT IS BEST: a preferable way of doing something.

TO KEEP TRACK: to maintain organization.

VOCABULARY CONTINUED - HOMEWORK, EXPANDED 2:

TO LET KNOW: to tell, to make aware.

TO TURN IN: to return, to give back.

LATELY: recently.

TO MENTION: to tell, to say.

TO MAKE AWARE: to tell, to let know.

OVER THE LAST FEW WEEKS: during the last few weeks, for the last few weeks.

TO DO A GOOD JOB: to do well, to perform well.

TO COMPLETE: to finish.

TO REALIZE: to understand completely.

RESPONSIBLE: to act with maturity and self-discipline.

SHAME: disappointment, sad thing.

TO AFFECT: to change the way something is.

TO BRING UP: to mention, to tell.

CHAPTER 6

ASKING ABOUT A CHILD'S ACADEMIC PROGRESS

ASKING ABOUT A CHILD'S ACADEMIC PROGRESS

Chapter Objectives:

1. Learner will be able to ask a teacher about a child's academic progress at school.

2. Learner will be able to recognize and use 37 new vocabulary words and idiomatic expressions relating to a child's academic progress.

Tapping into the learner's own experience:

1. What was your favorite subject in school? What subjects did you need extra help in?

2. What subjects does your child like or dislike?

3. What would you do if your child began falling behind the class in a certain subject?

Previewing chapter vocabulary - learner should try to determine the meanings of the underlined words and expressions:

1. He was careless when he did the math problem and came up with the wrong answer.
2. The teacher gave the class three different assignments to complete before lunch.
3. Gina fell behind the class in math because she had been home sick for four days.
4. Mario made quick progress in English once he started school.
5. She is a gifted musician. She has been playing the violin since she was three years old.

What would the learner do in the following situation?

Your child didn't do as well on her progress report as usual. What questions would you like to ask her teacher?

Suggestions for studying the dialogues on the following pages:

Before reading the dialogues together, have the learner skim each group of conversations noting unfamiliar vocabulary, idiomatic expressions or grammatical structures. Discuss these new terms with the learner. Then read the dialogue aloud, allowing student to listen to intonation and pronunciation. Then read the dialogue again, pausing after each sentence to let the learner repeat. Finally, take one part while the student takes another and then reverse. After finishing a chapter, the learner can make up new dialogues about the same topic for practice.

ASKING TEACHER ABOUT CHILD'S ACADEMIC PROGRESS

I. BASIC:

Parent:	How is Nancy doing with her schoolwork?
Teacher:	Just fine. Nancy is a good student and isn't having any problems.

Parent:	How is Nancy's progress in math?
Teacher:	Very good. Nancy is a hard-working student and isn't having any difficulties.

Parent:	Is Nancy doing well on her assignments?
Teacher:	Actually, I've been a little bit disappointed. Nancy is a bright student, but she often rushes through her schoolwork and makes careless mistakes.

EXPANDED 1 - ACADEMIC PROGRESS:

Parent: Is Mary doing well in school?

Teacher: Mary is doing very well in all subjects. There is no need for concern.

Parent: Is Mary having any problems with her schoolwork?

Teacher: Mary is doing well, although sometimes she does seem frustrated with math lessons and falls behind the class a little bit. However, with extra help she always catches up.

Parent: Is Mary doing well in school?

Teacher: Mary is doing fine. There is nothing to worry about. She is working at grade level in all areas.

EXPANDED 2 - ACADEMIC PROGRESS:

Parent: I would like to know how Rachel is progressing academically?

Teacher: Rachel is doing just fine. She's a very good student.

Parent: Could you tell me about her strengths and weaknesses?

Teacher: She's a very advanced reader. She reads books above grade level and writes interesting stories. In math she works at grade level. She's very good at computation, but sometimes has trouble with word problems. She seems to enjoy both social studies and science, particularly when we are doing hands-on activities.

Parent: I would like to know about Rachel's academic performance?

Teacher: I have been pleased with Rachel's work this year.

Parent: Could you tell me about her progress in different subjects?

Teacher: She is making steady progress in reading. She even wrote her own little book about fish last month. In math she works above grade level. She is very gifted in math. She understands new concepts right away. I have also been impressed with her art work. She draws beautifully.

Parent: I would like to know how Rachel is doing academically?

Teacher: Rachel is doing beautifully in some areas, but in others she's having some trouble.

Parent: Could you tell me about her strengths and weaknesses?

Teacher: She's a disciplined worker and spends a lot of time on her assignments. This year she has had some trouble keeping up with the rest of the class in language arts and math. I think that she could benefit from some extra help. Rachel seems to have a talent and interest in music. She has a lovely voice and will be singing in our play next month.

VOCABULARY - ACADEMIC PROGRESS:

BASIC:

PROBLEMS: difficulties, concerns that need to be resolved.

DIFFICULTIES: problems, hard times.

ASSIGNMENTS: specific tasks that a teacher tells students to do.

LITTLE BIT: a small amount or degree.

DISAPPOINTED: to be sad that things happened in a certain way.

BRIGHT: intelligent, quick-thinking.

TO RUSH: to hurry.

CARELESS: to do something in a sloppy way or without thinking.

MISTAKES: errors.

EXPANDED 1:

TO SEEM: to appear.

FRUSTRATED: to be mildly upset or angry.

NOTHING TO WORRY ABOUT: no need for concern or anxiety.

TO FALL BEHIND: when a person doesn't keep up with the group.

TO CATCH UP: to move ahead to meet with the group.

AT GRADE LEVEL: to be able to work within the normal range of expectations for one's age level at school.

NO NEED FOR CONCERN: no need for worry or anxiety.

VOCABULARY CONTINUED- ACADEMIC PROGRESS, EXPANDED 2

TO PROGRESS: to move ahead.

ACADEMICALLY: related to academics or school achievement.

STRENGTHS: areas of high or strong performance.

WEAKNESSES: areas of low or weak performance.

ADVANCED: to be at a higher level.

COMPUTATION: to solve math equations that are expressed in numbers.

WORD PROBLEMS: relates to math problems that are expressed in words and real-life situations.

HANDS-ON: an activity that involves physical action, such as building something.

TO HAVE TROUBLE: to have difficulties.

PERFORMANCE: one's actions or behavior in a certain situation.

STEADY PROGRESS: progress that is slow but continuous and stable.

GIFTED: especially talented in a certain subject or discipline.

TO BE IMPRESSED: to think very highly of someone's actions or ability.

SUBJECTS: different disciplines such as math, science, etc...

TO BE PLEASED: to be satisfied or happy with something.

DISCIPLINED: someone who has self-control and can direct himself.

TO KEEP UP: to stay with the group, not to fall behind.

THE REST OF: the remainder, the others.

TO BENEFIT: to work in someone's favor.

TALENT: to be especially good or gifted in a certain area or discipline.

PLAY: a theatre production.

CHAPTER 7

ASKING ABOUT A CHILD'S ADJUSTMENT TO PRESCHOOL

ASKING ABOUT A CHILD'S ADJUSTMENT TO PRESCHOOL

Chapter Objectives:

1. Learner will be able to ask a teacher about a child's adjustment to preschool.
2. Learner will be able to recognize and use 29 new vocabulary words and idiomatic expressions relating to a child's adjustment to preschool.

Tapping into the learner's own experience:

1. What are some things that might be new or scary for a child entering preschool?
2. If your child has already been to preschool talk about his adjustment. Was he comfortable or shy at first? If your child hasn't been to preschool yet, how do you think he will act during the first few days?

Previewing chapter vocabulary - learner should try to determine the meanings of the underlined words and expressions:

1. Jill seemed at home her first day of preschool. She played with the toys and didn't cry when her mother said goodbye.
2. It took Mike three weeks to adjust to preschool life. He cried and sat in the corner until his mother came to take him home.
3. After she fell down, it took Tanya several minutes to cheer up again.
4. Patrick is a bright little boy. He learns things very quickly.
5. Susie was very proud when she learned to tie her shoes by herself.
6. Sharon doesn't like to follow directions. She prefers to do things her own way.

What would the learner do in the following situation?

Your child has been attending preschool for two weeks and you want to know how he is doing. What questions would you ask his teacher?

Suggestions for studying the dialogues on the following pages:

Before reading the dialogues together, have the learner skim each group of conversations noting unfamiliar vocabulary, idiomatic expressions or grammatical structures. Discuss these new terms with the learner. Then read the dialogue aloud, allowing student to listen to intonation and pronunciation. Then read the dialogue again, pausing after each sentence to let the learner repeat. Finally, take one part while the student takes another and then reverse. After finishing a chapter, the learner can make up new dialogues about the same topic for practice.

ASKING ABOUT A CHILD'S ADJUSTMENT TO PRE-SCHOOL

BASIC:

Parent: How is Jill doing in pre-school?

Teacher: Just fine. She plays well by herself and with other children. She seems happy to be here.

Parent: Does Jill seem to enjoy pre-school?

Teacher: Yes, Jill is doing very well. She is an active little girl and plays with lots of different toys while she is here.

Parent: Is Jill adjusting well to pre-school?

Teacher: Yes. She seems very at home here and seems to enjoy the activities.

EXPANDED 1 - ADJUSTING TO PRE-SCHOOL:

Parent:	How is Tony doing in pre-school?
Teacher:	In general, he's doing just fine. He plays well with the other children, although he sometimes has some trouble sharing. That is normal at this age though.

Parent:	Does Tony seem to enjoy pre-school?
Teacher:	He seems happier here than he did in the beginning, but it is still hard for him to see you leave. Once he starts playing he cheers up, though.

Parent:	Is Tony adjusting well to pre-school?
Teacher:	Tony is doing very well. He is a little bit younger than some of the other children in his group and has a harder time following directions, but that will change after he's been here for awhile.

EXPANDED 2 - ADJUSTING TO PRE-SCHOOL:

Parent:	How is Molly doing in pre-school?
Teacher:	I would say that in general Molly is doing fine. Some of the children have had more experience in groups than she has had. She isn't used to sharing or following directions and that frustrates her from time to time.

Parent:	Does Molly seem to enjoy pre-school?
Teacher:	Molly seems very happy here. She interacts well with the other children. She likes to try new things and play with a variety of toys. She also has a rich imagination and is quite artistic.

Parent:	How is Molly adjusting to pre-school?
Teacher:	Very well. Molly is a bright child. She has advanced communication skills. When she speaks she uses complete sentences and a broad vocabulary. Her gross motor skills are on a par with the other children's. Socially she is doing fine, although sometimes she tends to boss the other children around.

VOCABULARY - ADJUSTING TO PRE-SCHOOL:

BASIC:

PRE-SCHOOL: school for three and four year old children.

BY HERSELF: alone, on her own.

ACTIVE: busy, full of energy.

TO ADJUST: to adapt, to make a change.

TO SEEM AT HOME: to seem at ease, comfortable, content.

EXPANDED 1:

IN GENERAL: most of the time, usually.

TO SHARE: to divide something or take turns using something.

TO HAVE TROUBLE: to have difficulty.

NORMAL: average, typical, the way things usually are.

TO CHEER UP: to become happy when you were sad before.

A HARD TIME: a difficult time.

TO FOLLOW DIRECTIONS: to do what one is told, to obey.

VOCABULARY CONTINUED- ADJUSTING TO PRE-SCHOOL, EXPANDED 2:

BRIGHT: intelligent, smart, quick learner.

ADVANCED: above average, ahead in the process.

COMMUNICATION SKILLS: speaking and listening.

BROAD VOCABULARY: extensive vocabulary, uses lots of different words.

GROSS MOTOR SKILLS: refers to physical skills such as running, jumping, climbing.

ON PAR: even with, the same as.

SOCIALLY: communicating with other people.

TO TEND TO: a tendency, to usually act in a certain way.

TO BOSS: to tell others what to do too often, a negative description.

TO SEEM: to appear.

TO INTERACT: to communicate.

VARIETY: different kinds.

RICH IMAGINATION: well-developed or active imagination.

ARTISTIC: shows talent in creating art.

TO BE USED TO: a habit, the way things are usually done.

TO FRUSTRATE: to mildly anger or upset.

FROM TIME TO TIME: sometimes, occasionally.

CHAPTER 8

ASKING ABOUT A CHILD'S SOCIAL LIFE

ASKING ABOUT A CHILD'S SOCIAL LIFE

Chapter Objectives:

1. Learner will be able to ask a teacher about a child's social life at school.

2. Learner will be able to recognize and use 22 new vocabulary words and idiomatic expressions relating to a child's social life at school.

Tapping into the learner's own experience:

1. When you were a child, did you like to play with one friend at a time or with many children?

2. Did you make friends easily or were you shy?

3. Do you think your child prefers playing alone or with lots of other children.

Previewing chapter vocabulary - learner should try to determine the meanings of the underlined words and expressions:

1. Amy and Cynthia are best friends. They always do everything together.
2. Michael is the most popular boy in the class. Everybody wants to be his friend.
3. Sarah is so shy that I have never heard her speak.
4. Andrew never gets upset. He is a very easy-going person.
5. Everyone gets along with Nancy because she is so friendly.

What would the learner do in the following situation?

At home, your child seems very shy. You would like to know if she is making friends at school. What are some questions you would like to ask her teacher?

Suggestions for studying the dialogues on the following pages:

Before reading the dialogues together, have the learner skim each group of conversations noting unfamiliar vocabulary, idiomatic expressions or grammatical structures. Discuss these new terms with the learner. Then read the dialogue aloud, allowing student to listen to intonation and pronunciation. Then read the dialogue again, pausing after each sentence to let the learner repeat. Finally, take one part while the student takes another and then reverse. After finishing a chapter, the learner can make up new dialogues about the same topic for practice.

ASKING ABOUT A CHILD'S SOCIAL LIFE

I. BASIC:

Parent: Does Amy play with other children?

Teacher: Yes. Amy is very popular with her classmates. She has lots of friends.

Parent: Does Amy get along well with the other children?

Teacher: Yes. Amy is well liked by her classmates. She has lots of friends.

Parent: Does Amy spend time with other children?

Teacher: Yes. Amy is very friendly with her classmates. She has lots of friends.

EXPANDED 1- SOCIAL:

Parent: Does Joshua have many friends?

Teacher: Joshua is shy at school. He prefers playing alone or with his best friend Samantha. He isn't comfortable playing in large groups.

Parent: Has Joshua made many friends?

Teacher: Joshua is a quiet little boy. He prefers playing alone or with a small group of friends. He isn't at ease playing in large groups.

Parent: Does Joshua make friends easily?

Teacher: Joshua is an independent child. He prefers playing by himself or with one or two close friends. He doesn't enjoy playing in large groups.

EXPANDED 2 - SOCIAL:

Parent: I would like to ask you about Rosangela's interaction with other children.

Teacher: Rosangela is a very warm child, but she is quiet and likes to play in small groups or with one friend at a time. She is especially good friends with a child named Julia.

Parent: I would like to ask you about Rosangela's relationships with other children.

Teacher: Rosangela is a very easy going child. She is friendly and has many friends in the classroom. Everyone seems to enjoy her company.

Parent: I would like to ask you about Rosangela's friendships with other children.

Teacher: Rosangela is a very sweet child, but she is shy and prefers to play with her two best friends Nadia and Rachel.

EXPANDED 3 - SOCIAL:

Parent: Joseph has been coming home from school feeling upset recently. He says that another child in the class named Mary has been teasing him.

Teacher: I wasn't aware of that. Thank you for bringing it to my attention.

Parent: Joseph has been coming home from school feeling depressed lately. He says that a group of boys in the class has been making fun of him.

Teacher: I didn't know that. Thank you for telling me about it.

Parent: For the last several days Joseph has been coming home from school feeling very angry. He says that some of the other children have been laughing at him.

Teacher: I hadn't noticed that. Thank you for making me aware of it.

VOCABULARY - SOCIAL

BASIC

TO SPEND TIME WITH : to be with someone for a period of time.

TO PLAY WITH : to join another person in amusement or recreation.

TO GET ALONG WITH : to have a good relationship with someone.

POPULAR : to be liked by one's peers, to have lots of friends.

FRIENDLY : to make friends easily, to act in a warm and nice manner.

TO BE WELL LIKED : to have the ability to make friends easily.

EXPANDED 1:

SHY: fearful of being noticed or communicating with others.

QUIET: doesn't talk much or make much noise.

INDEPENDENT: enjoys being alone, doesn't need supervision.

TO PREFER: to like someone or something more than something else.

BEST FRIEND: favorite companion.

COMFORTABLE: feeling content or at ease.

AT EASE: feeling content or comfortable.

BY HIMSELF: alone, on one's own.

CLOSE FRIENDS: favorite companions.

TO MAKE FRIENDS: the ability to form close relationships

VOCABULARY CONTINUED - SOCIAL EXPANDED 2:

INTERACTION: communication, to have a rapport with someone.

WARM: nice, outgoing, friendly, a positive personality trait.

EASY GOING: easily entertained or pleased, not tense or worried.

SWEET: kind, nice, warm, a positive personality trait.

ESPECIALLY: in particular.

COMPANY: to be with others.

EXPANDED 3:

UPSET: sad, angry, troubled.

DEPRESSED: sad, negative, pessimistic.

RECENTLY: lately, in the near past.

LATELY: recently, in the near past.

TO TEASE: to say or do things to gently irritate a person.

TO MAKE FUN OF: to mock someone, to laugh at someone.

TO LAUGH AT: to mock someone, to make fun of someone.

TO BE AWARE OF: to know something.

TO NOTICE: to see something.

TO BRING TO SOMEONE'S ATTENTION: to tell someone something they didn't know before.

TO MAKE SOMEONE AWARE OF SOMETHING: to tell someone something they didn't know.

CHAPTER 9

ASKING ABOUT A CHILD'S BEHAVIOR AT SCHOOL

ASKING ABOUT A CHILD'S BEHAVIOR AT SCHOOL

Chapter Objectives:

1. Learner will be able to ask a teacher about a child's behavior at school.

2. Learner will be able to recognize and use 58 new vocabulary words and idiomatic expressions relating to a child's behavior at school.

Tapping into the learner's own experience:

1. When you were a child how did your teachers describe your behavior? Were you quiet, talkative or restless?

2. Do you think that it is more important to be a well-behaved student in your country or in the U.S.?

Previewing chapter vocabulary - learner should try to determine the meanings of the underlined words and expressions:

1. I love having Rose in my classroom. She is a delight.
2. Eric loses his temper when his little brother takes his toys.
3. Jill was very cooperative when we were cleaning the classroom.
4. I get impatient with my child when she refuses to get out of bed.
5. John seems sad and withdrawn lately. He won't even play with his best friend.
6. I think that something is bothering Susan. She hasn't spoken since dinner.

What would the learner do in the following situation?

Your receive a note from the teacher saying that your child has seemed upset lately. What are some questions you might have about his behavior?

Suggestions for studying the dialogues on the following pages:

Before reading the dialogues together, have the learner skim each group of conversations noting unfamiliar vocabulary, idiomatic expressions or grammatical structures. Discuss these new terms with the learner. Then read the dialogue aloud, allowing student to listen to intonation and pronunciation. Then read the dialogue again, pausing after each sentence to let the learner repeat. Finally, take one part while the student takes another and then reverse. After finishing a chapter, the learner can make up new dialogues about the same topic for practice.

ASKING ABOUT A CHILD'S CLASSROOM BEHAVIOR

I. BASIC:

Parent: Is Mark well-behaved at school?

Teacher: Yes. Mark is a joy to have in the classroom.

Parent: Is Mark well-mannered at school?

Teacher: Yes. Mark is a delight to have in the classroom.

Parent: Does Mark follow directions at school?

Teacher: Yes. Mark is a pleasure to have in the classroom.

EXPANDED 1 - BEHAVIOR:

Parent: I would like to talk with you about Marcie's behavior in class.

Teacher: Do you have any concerns about it?

Parent: Well, at home she often loses her temper. Is that a problem at school?

Teacher: No. In fact, Marcie's a well-behaved student. She's quiet, polite and extremely cooperative.

Parent: I would like to discuss Marcie's behavior in class.

Teacher: Do you have any worries about it?

Parent: At home she often gets impatient. Is that a problem at school?

Teacher: No. Marcie seems relaxed at school. She doesn't get frustrated very often.

Parent: I would like to ask you about Marcie's behavior in class.

Teacher: Is there anything in particular you'd like to discuss?

Parent: At home she often gets angry with her little sister. Is that a problem at school?

Teacher: In fact, Marcie has been getting angry with her classmates lately. Do you know of anything that might be bothering her?

EXPANDED 2 - BEHAVIOR:

Parent: I would like to ask you about Susie's behavior at school. You wrote on her report card that she's very talkative.

Teacher: Susie is a wonderful student, but she does talk quite a bit. She has lots of friends and loves to chat and pass notes. It can be distracting to others who are trying to concentrate.

Parent: I'll talk with Susie about that tonight at dinner.

Parent: I would like to discuss Susie's conduct at school. You wrote on her report card that she's very talkative.

Teacher: Susie's a wonderful student, but she does talk a lot. She has lots of friends and loves to giggle and tell secrets. It can be frustrating for others who are trying to pay attention.

Parent: I'll discuss this with Susie tonight at dinner.

Parent: I would like to ask you about the way Susie acts at school. You wrote on her report card that she's very talkative.

Teacher: Susie is a wonderful student, but she does talk quite a bit. She has lots of friends and wants to stay in constant communication with them. It can be irritating for others who are trying to do their work.

Parent: I'll bring this up with Susie tonight at dinner.

EXPANDED 3 - BEHAVIOR:

Parent: I'd like to ask you about Jimmy's behavior at school. You wrote on his progress report that he seems very withdrawn.

Teacher: Jimmy's a good student, but he seems overly shy. He plays alone and seems insecure about playing with other children.

Parent: I'll talk to Jimmy and try to find out if anything wrong.

Parent: I have some questions about Jimmy's behavior at school. You wrote on his report card that he seems very sad.

Teacher: Jimmy is a good student, but he seems extremely lonely. He plays by himself and seems afraid to play with other children.

Parent: I'll talk to Jimmy and try to learn what the problem is.

Parent: I would like to talk about Jimmy's behavior at school. You wrote on his report card that you are concerned about him.

Teacher: Jimmy is a good student, but he seems extremely timid. He never plays with other children.

Parent: I will talk to Jimmy and try to figure out what is bothering him.

EXPANDED 4 - BEHAVIOR:

Parent: I would like to ask you about Andy's behavior at school. You wrote in your note that he is very restless.

Teacher: Andy is a lovely child, but he is quite restless. He gets up from his desk all the time to move around the classroom. He can't seem to sit still.

Parent: Could we talk about Andy's behavior at school? You wrote in your note that he is very restless.

Teacher: Andy is a lovely child, but he seems to get bored easily. He gets up from his desk frequently to talk with other children. He can't seem to sit quietly.

Parent: I would like to discuss Andy's behavior at school. You wrote in your note that he is very restless.

Teacher: Andy's a lovely child, but has trouble concentrating. He gets up from his desk frequently to look at things around the classroom. He can't seem to sit in one place.

VOCABULARY - BEHAVIOR:

BASIC:

WELL-MANNERED: someone who is respectful and well-behaved.

WELL-BEHAVED: someone who follows directions and has good manners.

DELIGHT: a pleasure, a joy, a very positive description.

JOY: a pleasure, a delight, a very positive description.

PLEASURE: a joy, a delight, a very positive description.

TO FOLLOW DIRECTIONS: to do as one is told, to show obedience.

EXPANDED 1:

BEHAVIOR: the way someone acts.

CONCERNS: worries, anxieties, problems or issues.

TO LOSE ONE'S TEMPER: to get angry in a way that is obvious to others.

PROBLEM: a situation that needs to be resolved, a difficulty.

COOPERATIVE: to be helpful, to share in the work.

POLITE: to have good manners, to be respectful of others.

WORRIES: anxieties or problems.

TO GET ANGRY: to get upset, to have negative feelings about something.

TO GET IMPATIENT: to be in a hurry for something or not want to wait.

TO BE BOTHERED: to be irritated or mildly upset or concerned.

TO BE RELAXED: to be calm or rested, to have a peaceful feeling.

TO BE FRUSTRATED: to be mildly upset when something doesn't happen the way it is expected to.

VOCABULARY CONTINUED - BEHAVIOR, EXPANDED 2

PROGRESS REPORT: a paper that tells a child and parent about achievements and progress at school, a report card.

TALKATIVE: someone who talks a lot.

TO CHAT: to talk with others in an informal way.

TO PASS NOTES: to give someone a handwritten message, often secretly.

DISTRACTING: something that takes others' attention away from a task.

TO CONCENTRATE: to pay attention or focus mentally on something.

FRUSTRATING: a situation or behavior that makes others mildly upset or angry.

IRRITATING: a situation or behavior that makes others upset or angry.

TO TELL SECRETS: to gossip, to exchange confidential information with others.

TO GIGGLE: a little laugh.

CONDUCT: behavior.

TO ACT: the way someone behaves.

CONSTANT: continuous, something that doesn't stop or diminish.

TO BRING UP: to introduce a new topic in conversation.

VOCABULARY CONTINUED - BEHAVIOR, EXPANDED 3

WITHDRAWN: keeping to one's self, staying apart from other people.

SHY: fearful of being noticed or communicating with other.

INSECURE: lacking self-confidence, feeling inadequate.

TO FIND OUT: to discover, to learn about.

WHEN SOMETHING IS WRONG: when there is a problem or difficulty.

FRIGHTENED: mildly scared, fearful, afraid.

AFRAID: mildly scared, fearful, afraid.

TO FIGURE OUT: to discover, to solve a problem.

WHAT THE PROBLEM IS: what the difficulty or concern is, what is wrong.

SOMETHING IS BOTHERING: something is upsetting someone, usually used when the cause is unknown.

TIMID: shy, uncomfortable when communicating with others.

TO BE CONCERNED ABOUT: to be worried or anxious about.

TO SEEM: to appear.

LONELY: sad because one is alone, not to have friends.

BY HIMSELF: to be alone.

VOCABULARY CONTINUED - BEHAVIOR, EXPANDED 4

NOTE: short, informal letter or correspondence that is often handwritten.

RESTLESS: bored, needing entertainment or to move around.

TO GET UP: to stand up, to rise to one's feet.

ALL OF THE TIME: constantly.

STILL: without moving.

OFTEN: with frequency, something that happens many times.

FREQUENTLY: often, something that happens many times.

QUIETLY: with very little noise.

IN ONE PLACE: to be stable, not to move from an area.

TO BE BORED: to need entertainment, to be restless.

TO HAVE TROUBLE WITH: to have difficulty with.

CHAPTER 10

ASKING ABOUT A CHILD'S INTERESTS AT SCHOOL

ASKING ABOUT A CHILD'S INTERESTS

Chapter Objectives:

1. Learner will be able to ask a teacher about a child's interests at school.
2. Learner will be able to recognize and use 15 new vocabulary words and idiomatic expressions relating to a child's interests at school.

Tapping into the learner's own experience:

1. What were you particularly interested in as a child?
2. Do you still have some of the same interests, or have they changed?
3. What is your child interested in doing at school?

Previewing chapter vocabulary - learner should try to determine the meanings of the underlined words and expressions:

1. This is her favorite teddy bear. She carries him everywhere.
2. He is fascinated by bugs and collects all kinds.
3. You can check out books from the library, but you must return them.
4. Peggy enjoys playing in the sandbox at the park.
5. Since she got a new job, she hasn't had much free time.

What would the learner do in the following situation?

You would like to know what your child enjoys doing at school. What questions do you ask his teacher.

Suggestions for studying the dialogues on the following pages:

Before reading the dialogues together, have the learner skim each group of conversations noting unfamiliar vocabulary, idiomatic expressions or grammatical structures. Discuss these new terms with the learner. Then read the dialogue aloud, allowing student to listen to intonation and pronunciation. Then read the dialogue again, pausing after each sentence to let the learner repeat. Finally, take one part while the student takes another and then reverse. After finishing a chapter, the learner can make up new dialogues about the same topic for practice.

ASKING ABOUT A CHILD'S INTERESTS

BASIC:

Parent: What does Jamie like to do at school?

Teacher: Well, Jamie really enjoys learning about wildlife. At the library, he always checks out books about animals and nature.

Parent: What is Jamie's favorite thing to do at school?

Teacher: Jamie spends most of his free time drawing pictures. He is very artistic.

Parent: Is there anything that Jamie seems especially interested in?

Teacher: Jamie is fascinated by the fish tank. He always asks me about the different types of fish and wants to help feed them.

EXPANDED 1 - INTERESTS:

Parent: What does Alice like to do at pre-school?

Teacher: Alice loves playing in the sandbox. She enjoys filling up buckets with sand and then sifting it through her fingers.

Parent: What is Alice's favorite thing to do at pre-school?

Teacher: I think Alice enjoys music the most. She has a lovely voice and learns new songs very quickly.

Parent: Is there anything that Alice seems especially interested in?

Teacher: Well, Alice loves the housekeeping center. She spends a lot of time pretending to iron and bake.

VOCABULARY - INTERESTS:

BASIC:

TO ENJOY: to have fun, to take pleasure in.

WILDLIFE: animals that live in nature.

TO CHECK OUT: to borrow a book from the library.

NATURE: natural life.

FAVORITE: preferred.

TO SPEND TIME: to pass time.

FREE TIME: a time when students can choose what they want to do.

ESPECIALLY: particularly.

FASCINATE: very interested.

FISH TANK: a glass container where fish live inside.

EXPANDED 1:

PRE-SCHOOL: a school for three and four year old children.

SANDBOX: a container in which children can sit and play with sand.

TO FILL UP: to put something in a container until it can't hold any more.

TO SIFT: to let sand or powder fall through something with holes.

HOUSEKEEPING CENTER: a learning center with brooms, pretend kitchens, irons, dishes, etc..

TO PRETEND: to make believe, to imagine and act out a certain situation.

CHAPTER 11

ASKING ABOUT A CHILD'S HEALTH AT SCHOOL

ASKING ABOUT A CHILD'S HEALTH

Chapter Objectives:

1. Learner will be able to ask a teacher about a child's health.
2. Learner will be able to recognize and use 29 new vocabulary words and idiomatic expressions relating to a child's health.

Tapping into the learner's own experience:

1. When you were a child, what did you do if you felt sick at school?
2. If your child is just getting over an illness, are there some things you would like him/her to do or not to do upon returning to school?
3. What are some things you do to help your child feel better when he/she gets sick?

Previewing chapter vocabulary - learner should try to determine the meanings of the underlined words and expressions:

1. After her baby was born, it was difficult to get sleep at night.
2. When his throat began to hurt, he knew he had come down with the flu.
3. Jason still seemed to feel under the weather when he returned to school after his illness.
4. The nurse called Alice's mother to see if she could come pick up her sick daughter.
5. A rash and a fever are both symptoms of the measles.

What would the learner do in the following situation?

Your child has been sick for three days. Today she is returning to school, but she still feels tired. What do you want to tell the teacher?

Suggestions for studying the dialogues on the following pages:

Before reading the dialogues together, have the learner skim each group of conversations noting unfamiliar vocabulary, idiomatic expressions or grammatical structures. Discuss these new terms with the learner. Then read the dialogue aloud, allowing student to listen to intonation and pronunciation. Then read the dialogue again, pausing after each sentence to let the learner repeat. Finally, take one part while the student takes another and then reverse. After finishing a chapter, the learner can make up new dialogues about the same topic for practice.

ASKING ABOUT A CHILD'S HEALTH

BASIC:

Teacher: Alan has seemed tired lately. Has he been getting enough sleep this week?

Parent: He has had the flu and hasn't been sleeping well. I'm taking him to the doctor this afternoon.

Teacher: Alan has seemed under the weather lately. Has he been feeling alright?

Parent: I think he might be catching a cold. His little brother caught one last week.

Teacher: Alan has seemed tired lately. Does he have the chance to eat breakfast before he comes to school?

Parent: We are always running late in the morning so he often misses breakfast. I will make sure from now on that he gets a good meal.

EXPANDED 1 - HEALTH:

Parent: Cynthia had a stomachache last night. If she doesn't feel well today I will come and get her.

Teacher: Thank you for telling me. I will watch for signs that she is feeling sick.

Parent: Cynthia has a sore throat this morning. If she starts to feel worse I will come and pick her up.

Teacher: Thank you for letting me know. I'll ask her if she is feeling sick.

Parent: Cynthia had a fever yesterday. I would like her to be excused from physical education class today.

Teacher: I'll let the gym teacher know.

EXPANDED 2 - HEALTH:

Teacher: I'm letting all of the parents know that one of the students in this class came down with chicken pox this week. Amy may have been exposed.

Parent: Thank you. I'll watch to see if she gets any symptoms.

Teacher: I am telling all of the parents that Sarah Johnson came down with measles this week. Your child may catch it.

Parent: Thank you. I'll watch to see if she gets a rash.

Teacher: The child who sits next to Amy in our class has strep throat. Amy may have gotten it.

Parent: Thank you. I'll watch to see if she gets a sore throat.

VOCABULARY - HEALTH

BASIC:

TO SEEM: to appear.

LATELY: recently.

TIRED: sleepy, mildly exhausted.

TO GET SLEEP: to have the opportunity to sleep.

ENOUGH: sufficient.

FLU: refers to influenza, a common viral infection with symptoms such as sore throat, congestion, cough, headache and fever.

UNDER THE WEATHER: not feeling well, seeming sick or tired.

TO HAVE THE CHANCE: to have an opportunity.

TO RUN LATE: to be late or tardy.

TO SEND A SNACK: to give someone a snack to carry with them.

TO CATCH A DISEASE: to get sick with a contagious disease.

A COLD: refers to a common viral infection with symptoms such as sore throat, congestion, cough, headache and fever, milder version of the flu.

EXPANDED 1:

STOMACHACHE: a pain or discomfort in the stomach or abdomen.

TO FEEL WELL: to feel good, not sick.

SORE THROAT: a pain in the throat, usually making it uncomfortable to swallow.

TO PICK UP: to come get or take home.

FEVER: when the body's temperature is elevated above normal.

TO BE EXCUSED: not to participate.

TO LET KNOW: to tell, to make aware.

PHYSICAL EDUCATION: learning to improve physical strength, coordination and flexibility.

GYM: refers to physical education class or gymnasium.

VOCABULARY CONTINUED - HEALTH, EXPANDED 2

TO COME DOWN WITH: to get sick with.

CHICKEN POX: a contagious disease with symptoms of fever and an itchy rash.

TO BE EXPOSED TO: to come into contact with.

SYMPTOMS: signs of an illness.

MEASLES: a contagious disease with symptoms of fever and rash.

RASH: bumps or spots or a discoloration on the skin.

STREP THROAT: a common viral infection that causes a very sore throat.

CONTAGIOUS: a disease that can be spread from one person to another.

CHAPTER 12

ASKING ABOUT HELPING IN THE CLASSROOM

ASKING ABOUT HELPING IN THE CLASSROOM

Chapter Objectives:

1. Learner will be able to ask a teacher about helping in the classroom.
2. Learner will be able to recognize and use 13 new vocabulary words and idiomatic expressions relating to helping in the classroom.

Tapping into the learner's own experience:

1. When you were a child, were your parents involved in your school? What did they do?
2. Are parents more or less involved in their children's schools in your native country?
3. Have you ever helped in your child's classroom? What did you do or what would you like to do?

Previewing chapter vocabulary - learner should try to determine the meanings of the underlined words and expressions:

1. The class is going to visit a museum on the field trip.
2. The school needed someone to organize all of the volunteers.
3. The nurse assists the doctor with all of his patients.
4. After the earthquake, people came from all over to volunteer their help.
5. There are games and clowns at the school fair.

What would the learner do in the following situation?

You enjoy spending time with children and would like to help at your child's school. What questions do you ask the teacher?

Suggestions for studying the dialogues on the following pages:

Before reading the dialogues together, have the learner skim each group of conversations noting unfamiliar vocabulary, idiomatic expressions or grammatical structures. Discuss these new terms with the learner. Then read the dialogue aloud, allowing student to listen to intonation and pronunciation. Then read the dialogue again, pausing after each sentence to let the learner repeat. Finally, take one part while the student takes another and then reverse. After finishing a chapter, the learner can make up new dialogues about the same topic for practice.

ASKING TEACHER ABOUT HELPING IN THE CLASSROOM

BASIC:

Parent: Mrs. Brown, I would like to help out in the classroom.

Teacher: That would be wonderful. There are lots of ways in which parents can help.

Parent: What could I do?

Teacher: Would you like to bring a snack Friday afternoon?

Parent: Mrs. Brown, is there anything I could do to help out in the classroom?

Teacher: Definitely. We can always use help from parents.

Parent: What could I do?

Teacher: Would you like to come with us on our field trip next month?

Parent: How could I be of help in the classroom?

Teacher: Well, there are many ways that parents can help out.

Parent: Can you think of anything in particular?

Teacher: Would you like to come and talk to the class about your country?

EXPANDED 1 - HELPING IN CLASSROOM:

Parent: Mrs. Brown, I would like to help out in the classroom.

Teacher: That would be wonderful. There are many ways in which parents can help.

Parent: What could I do?

Teacher: Well, could you call Sue Johnson? She's our homeroom mother and she organizes the classroom help. She'll tell you about some of the things we need. For example, sometimes parents help with art projects or share stories with the class.

Parent: Mrs. Brown, is there anything I could do to help out in the classroom?

Teacher: Definitely. We can always use help from parents.

Parent: What could I do, for example?

Teacher: Would you call Gina's mother? She organizes the classroom help. She'll tell you about some of the things we need. For example, sometimes parents assist in the computer lab or talk to the class about their professions during career week.

Parent: How could I be of help in the classroom?

Teacher: Well, there are many things that parents can do to help out.

Parent: Can you think of anything in particular?

Teacher: Different parents enjoy helping in different ways depending on their time and interests. For example, sometimes parents organize class parties or volunteer to work at the school fair.

VOCABULARY - HELPING IN CLASSROOM:

BASIC:

SNACK: a light meal in between the three main meals.

FIELD TRIP: an educational trip into the community or off school property.

NEXT MONTH: in the following month.

IN PARTICULAR: especially.

DEFINITELY: with certainty.

EXPANDED 1:

HOMEROOM MOTHER: a mother who volunteers to help often in a classroom and coordinate other volunteers.

TO ORGANIZE: to coordinate or manage.

TO ASSIST: to help.

COMPUTER LAB: an area where students learn about computers.

PROFESSIONS: different career fields or occupations.

CAREER WEEK: a week where students learn about different professions.

TO VOLUNTEER: to work or help without pay.

SCHOOL FAIR: a fair or carnival that schools have to raise money.

CHAPTER 13

ASKING FOR CLARIFICATION

ASKING FOR CLARIFICATION

Chapter Objectives:

1. Learner will be able to ask a teacher for clarification.
2. Learner will be able to recognize and use 6 new vocabulary words and idiomatic expressions relating to clarification.

Tapping into the learner's own experience:

1. What are some situations where you have trouble understanding people and being understood?
2. What do you do when you have trouble understanding?

Previewing chapter vocabulary - learner should try to determine the meanings of the underlined words and expressions:

1. Excuse me, could you help me find Baker Street?
2. I couldn't hear you because of the loud music. Could you repeat what you said?
3. I am not familiar with that method, I'll have to learn more about it.
4. I don't know what that expression means.

What would the learner do in the following situation?

Your child's teacher is explaining a change in the school schedule, and you are having trouble understanding her. What would you say?

Suggestions for studying the dialogues on the following pages:

Before reading the dialogues together, have the learner skim each group of conversations noting unfamiliar vocabulary, idiomatic expressions or grammatical structures. Discuss these new terms with the learner. Then read the dialogue aloud, allowing student to listen to intonation and pronunciation. Then read the dialogue again, pausing after each sentence to let the learner repeat. Finally, take one part while the student takes another and then reverse. After finishing a chapter, the learner can make up new dialogues about the same topic for practice.

ASKING FOR CLARIFICATION

BASIC:

Parent: Excuse me. I don't understand.

Parent: Could you please repeat that?

Parent: I am sorry, could you say that again?

Parent: Pardon me, but could you please speak more slowly?

Parent: Could you write that down for me?

Parent: Could you please explain what that means?

Parent: I'm not familiar with that. Could you please explain it again?

Parent: Let me see if I understand. Do you mean that ...?

Parent: What does this mean?

VOCABULARY - CLARIFICATION

BASIC:

EXCUSE ME: an apology typically used when someone is interrupted from what he is doing or when a person doesn't hear what another person says.

PARDON ME: an apology typically used when someone is interrupted from what he is doing or when a person doesn't hear what another person says.

TO REPEAT: to say again.

TO EXPLAIN: to clarify, to help someone understand something.

TO BE FAMILIAR WITH: to be used to, to have seen or experienced something before.

TO MEAN: to signify.

CHAPTER 14

INITIATING AND ENDING CONVERSATIONS WITH A TEACHER

INITIATING AND ENDING CONVERSATIONS

Chapter Objectives:

1. Learner will be able to initiate and end a conversation.
2. Learner will be able to recognize and use 6 new vocabulary words and idiomatic expressions relating to initiating and ending conversations.

Tapping into the learner's own experience:

1. Have you ever had difficulty knowing how to begin or end a conversation in English?
2. Would you act differently when speaking with a teacher in your native country or here? Would your meeting be more formal or less formal?

Previewing chapter vocabulary - learner should try to determine the meanings of the underlined words and expressions:

1. He was nervous about initiating a conversation with the pretty girl.
2. Let me check with Nancy to see which day would be better for her to meet.
3. Let's talk about it again to clear up any confusion.
4. I let her know that I wouldn't be home until after four o'clock.

What would the learner do in the following situation?

You have an appointment to meet with your daughter's teacher this Friday. What will you say at the beginning of the conversation? What will you say at the end?

Suggestions for studying the dialogues on the following pages:

Before reading the dialogues together, have the learner skim each group of conversations noting unfamiliar vocabulary, idiomatic expressions or grammatical structures. Discuss these new terms with the learner. Then read the dialogue aloud, allowing student to listen to intonation and pronunciation. Then read the dialogue again, pausing after each sentence to let the learner repeat. Finally, take one part while the student takes another and then reverse. After finishing a chapter, the learner can make up new dialogues about the same topic for practice.

INITIATING AND ENDING CONVERSATIONS WITH TEACHERS

INITIATING CONVERSATIONS WITH TEACHERS:

Parent: I have some questions for you about ...

Parent: I would like some more information about ...

Parent: I wanted to let you know that ...

Parent: I would like to check with you about ...

Parent: Could you tell me about ...

Parent: I am concerned about ...

ENDING CONVERSATIONS WITH TEACHERS:

Parent: Thank you for all of your help.

Parent: Thank you for taking the time to talk with me.

Parent: Thank you for clearing that up for me.

Parent: You have been very helpful.

Parent: I have learned a lot from our conversation.

Parent: Please let me know if I can be of any help.

Parent: I appreciate your taking the time to meet with me.

VOCABULARY - INITIATING AND ENDING

TO INITIATE: to begin or to start.

TO LET KNOW: to tell, to make aware of.

TO CHECK WITH: to ask about.

TO BE CONCERNED ABOUT: to be mildly worried about.

TO TAKE TIME: to spend time.

TO CLEAR UP: to eliminate misunderstanding, to explain.

CHAPTER 15

LEAVING MESSAGES ON ANSWERING MACHINES

LEAVING A MESSAGE ON AN ANSWERING MACHINE

Chapter Objectives:

1. Learner will be able to understand and leave a message on an answering machine.
2. Learner will be able to recognize and use 14 new vocabulary words and idiomatic expressions relating leaving messages on answering machines.

Tapping into the learner's own experience:

1. In your native country do most people have answering machines?
2. Do you have an answering machine? What does your message say?
3. Are you comfortable leaving messages on answering machines?

Previewing chapter vocabulary - learner should try to determine the meanings of the underlined words and expressions:

1. She wasn't home, so I had to leave a message with her sister.
2. It is difficult to reach him because he is often travelling.
3. Rachel couldn't talk because she is putting the baby to bed. She will call back.
4. I have tried to get in touch with him for two days, but he is never home.
5. I have called three times, but I keep getting the answering machine.
6. He didn't have much time, so the conversation was brief.

What would the learner do in the following situation?

You are trying to telephone your child's teacher but you can only reach her answering machine. What message do you leave?

Suggestions for studying the dialogues on the following pages:

Before reading the dialogues together, have the learner skim each group of conversations noting unfamiliar vocabulary, idiomatic expressions or grammatical structures. Discuss these new terms with the learner. Then read the dialogue aloud, allowing student to listen to intonation and pronunciation. Then read the dialogue again, pausing after each sentence to let the learner repeat. Finally, take one part while the student takes another and then reverse. After finishing a chapter, the learner can make up new dialogues about the same topic for practice.

LEAVING TELEPHONE MESSAGES ON ANSWERING MACHINES

BASIC:

Teacher: Hello. You have reached Jessica Brown's answering machine. I can't come to the phone right now, but if you leave your name and number I will call you back as soon as I can.

Parent: Hello. This is Marcia Smith. I am Daniel's mother. I have some questions about the field trip tomorrow. Please call me back when you have the opportunity. My telephone number is 238-1809. I hope to talk with you soon.

Teacher: Hello. You have reached 234-0106. I can't answer the phone right now, but if you leave a message at the sound of the beep, I will get back in touch with you as soon as I can.

Parent: Hello. This is Marcia Smith, Daniel's mother. Daniel was very upset when he came home from school today, and I would like to ask you about it. I'd appreciate it if you could call me back when you have the opportunity. My telephone number is 238-1809. Thank you very much.

Teacher: Hello. You have reached the Brown home. We can't come to the phone right now, but if you leave a brief message we will call you back as soon as possible.

Parent: Hello. This is Marcia Smith. I'm Daniel's mother. It is two o'clock on Wednesday afternoon. My telephone number is 238-1809. You can reach me at home this afternoon. Thanks.

VOCABULARY - ANSWERING MACHINES

BASIC:

TO LEAVE A MESSAGE: to tell something to a machine or a person to give to a person who is not there.

ANSWERING MACHINE: a machine that answers the telephone and records messages.

TO REACH: to get, to arrive, to find.

TO LEAVE AND NUMBER : to tell a machine or someone your name and telephone number.

TO CALL BACK: to return a telephone call at a later time.

AS SOON AS POSSIBLE: at the soonest possible time, at the first opportunity.

FIELD TRIP: an educational trip away from school property.

OPPORTUNITY: chance.

HOPE: desire, wish.

TO ANSWER THE PHONE: to pick up the telephone and say hello.

SOUND OF THE BEEP: most answering machines have a beep that tells the caller when to leave a message.

TO GET IN TOUCH: to make contact with someone, to call someone.

TO APPRECIATE: to be grateful.

BRIEF: short.

CHAPTER 16

SCHOOL TO HOME CORRESPONDENCE

SCHOOL TO PARENT CORRESPONDENCE

Chapter Objectives:

1. Student will be able to identify and describe fifteen samples of school to parent correspondence.
2. Student will be able to recognize and use 137 new vocabulary words and idiomatic expression relating to school to parent correspondence.

Tapping into the learner's own experience:

1. What types of correspondence have your received from you child's school?
2. Has any of the correspondence been particularly useful to you? In what way? Have you found any of the correspondence confusing?
3. Does your child always remember to show you the papers he brings home from school?

Previewing chapter vocabulary - learner should try to determine the meanings of the underlined words and expressions:

1. Scott's mother gave him permission to go on the field trip.
2. Janie was absent for three days when she was sick.
3. Her progress was satisfactory in math.
4. The science class will focus on magnets next month.
5. The school provides books for all the children.
6. You must fill out three forms for the fall registration.
7. There were three school cancellations this winter because of snow.

PERMISSION SLIP

Description:

This correspondence asks for a parent's permission for a child to go on a class field trip. Usually some details about the trip will be provided by the teacher. If the parent agrees to send a child on the trip, he/she should sign and date the permission slip and return it to the teacher.

Vocabulary:

TO HEREBY GRANT: to give.

PERMISSION: to allow.

FIELD TRIP: an educational trip off of school property.

TEACHER IN CHARGE: the responsible teacher, the teacher who is organizing the trip.

GUARDIAN: the person who is responsible for a child other than a parent.

EXCURSION: a short trip, usually for no longer than a day.

PUPIL: student.

Expansion activity:

What is some information that a parent might want to know before giving permission for a field trip? Have the learner prepare a list of questions he/she might have about a school trip to a museum.

Expansion conversation:

What are some field trips the learner remembers taking as a child? Where are some typical places that American children go on field trips?

STATE COLLEGE AREA SCHOOL DISTRICT

Excursion Permit

Name of Pupil______________________________ Teacher in charge____________________

I hereby grant permission for the child named above to participate in the following field trip(s):____

Date______________________ Signed ________________________________
Parent or Guardian

FILE 173

PRESCHOOL NEWSLETTER

Description:
This correspondence is a sample of sections from a monthly preschool newsletter.

Vocabulary:

FOLDER: a paper book used to hold papers.

ABSENT: not there, didn't attend.

INCIDENTS: occurrences, occasions.

CONTAGIOUS ILLNESS: an illness that can be passed from one person to another.

COOPERATION: working together toward a common goal, helping others in a project.

ADVISORY GROUP: a group that directs or oversees something.

BACKGROUND: where a person comes from, the experiences a person has had in life.

OCCUPATION: what someone does, usually refers to a job or profession.

PREVIEW: to see something before the general public.

POLICIES: rules, requirements.

ADVICE: to tell your opinions or views about how something should be done.

TO NOTIFY: to tell, to let know.

Expansion Activity:
The second section of this newsletter asks parents to tell the school when a child is staying home because of an illness. Have the learner write out what he/she would say over the telephone to the school receptionist if his/her child became sick.

Expansion Conversation:
What are some things that the ESL student does to make his/her child happier when he gets sick?

[illegible] Preschool
February Newsletter

More changes around the building --
- we now have a "folder holder" located outside the classroom door. Please leave your childs folder in the holder each day before your child goes into the classroom. The teachers will continue sending the folders home with your child at the end of the school day.

- *to help us during this cold, flu, etc., etc., season, please notify the office, 238-6616 when your child is absent due to illness - this way we can pass on any incidents of cases of communicable illnesses to the other families as soon as possible - even if your child is ill with a contagious illness on a day when they are not normally in school - it is helpful to notify us so that we can pass on the information. Thanks for your cooperation in this matter.*

Help Wanted -

Volunteers to act as an advisory group for the Preschool. No meetings involved - I need people of various backgrounds and occupations to be available to answer questions, preview policies, and offer advice as the occasion arises. Anyone interested should call me at my office or leave a note in the appropriate box outside my office door.

ESL PROGRESS REPORT

Description:

This correspondence is part of an English as a Second Language progress report. It tells parents and children about progress made in English, as well as information about a child's work habits and behavior.

Vocabulary:

COMPREHENSION: understanding.

PRONUNCIATION: the way words sound when they are spoken.

GRAMMAR: the main structures that organize a language, such as verb tenses.

FLUENCY: the speed and facility with which a native speaker speaks his own language.

VOCABULARY: the words that a person knows.

SATISFACTORY: good, enough, what is expected.

SELF-RELIANT: independent, can take care of self.

ABILITY: how well someone does something.

ASSUMES RESPONSIBILITY: takes on responsibility, doesn't depend on others.

PARTICIPATES: joins in an activity, takes part in an activity.

EFFORT: to work at something that doesn't come easily or naturally.

ATTENTIVE: to listen, to pay attention.

APPROPRIATE: correct under the circumstances.

DISPLAY: to show.

Expansion Activity:

Progress reports often raise questions or concerns in the minds of parents and children. If the parent received surprising or confusing information on a progress report, he/she may have questions for the teacher. Have the learner imagine this is the case and write a short note to the teacher with his/her questions.

Expansion Conversation:

Which subjects would the learner find it easy to help his/her child in homework? Which would be difficult?

STATE COLLEGE AREA SCHOOL DISTRICT

ENGLISH AS A SECOND LANGUAGE PROGRESS REPORT
GRADES 1-6

STUDENT NAME: ______________________________

SCHOOL: ______________________________

SCHOOL YEAR: ______________________________

E.S.L. INSTRUCTOR: ______________________________

ORAL LANGUAGE	1	2	3	4
Comprehension				
Pronunciation				
Grammar				
Fluency				
Vocabulary				
Speed				

PROGRESS KEY:
A - Excellent
B - Very Good
C - Satisfactory
D - Little Progress
N - No Progress

(✓) Indicates Attention Is Needed

COMMENT CODES	1	2	3	4
1. Is self reliant				
2. Makes good use of ability				
3. Assumes responsibility				
4. Good participation in class				
5. Positive attitude				
6. Makes extra effort				
7. Follows directions				
8. Is attentive				
9. Displays appropriate behavior				

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SCHOOL LUNCH MENU

Description:

This correspondence tells parents and children what the school lunches will be for the month so they can decide whether they will bring or buy lunch. The foods numbered at the top of the square are the main choices. At the bottom the side dishes for the day are listed.

Vocabulary:

MENU: a list of food that is available or being served.

SIDE DISH: not the main food, but an additional food such as a vegetable, bread or dessert.

Expansion Activity:

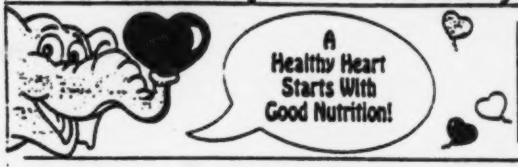
Look at the different food items and discuss what they are: hoagie, peanut butter and jelly sandwich, doritos, chicken nuggets, etc... Have the learner decide which days her child would buy lunch and which days he/she would bring. What would the student pack for her child's lunch?

Expansion Conversation:

What new U.S. foods does the learner like? What doesn't the learner like? How do American eating habits differ from those in the student's native country?

I ♥ SCHOOL MEALS!

February 1995


A Healthy Heart Starts With Good Nutrition!

Monday	Tuesday	Wednesday	Thursday	Friday
		CHINESE NEW YEAR CELEBRATION (January 31) 1. Stir Fried Chicken & Rice 2. Hamburger 3. Pizza Plus Crisp Egg Roll Fortune Cookie Salad with Mandarin Oranges Chilled Fruit Choice of Milk	2 1. Doritos with Cheese 2. Deli Turkey Hoagie 3. Pizza Plus Golden Corn Chilled or Fresh Fruit Choice of Milk	3 1. Italian Dunkers 2. Italian Hoagie 3. Pizza Plus Broccoli with Cheese Sauce Chilled or Fresh Fruit Gooey Bluey Bar Choice of Milk
6 1. Chicken Nuggets & Roll 2. Cheese Hoagie 3. Pizza Plus Curly Fries Chilled or Fresh Fruit Choice of Milk	7 1. Cheeseburger 2. Hot Dog on Roll 3. Pizza Plus Baked Beans Chilled or Fresh Fruit Choice of Milk BIRTHDAY DAY!!	8 1. Mexican Taco 2. 3D PB&J Sandwich 3. Pizza Plus Hot Cinnamon Apples Chilled or Fresh Fruit Fresh Cookie Choice of Milk	9 1. Oven Baked Chicken and Roll 2. Hot Ham & Cheese Sandwich 3. Pizza Plus Seasoned Rice Tossed Salad Chilled or Fresh Fruit Milk	10 IN SERVICE DAY NO SCHOOL

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MONTHLY NEWSLETTER

Description:

This correspondence is part of a monthly newsletter telling parents about important events in the month.

Vocabulary:

CURRENTLY ATTENDING: going to at this time, attending now.

AUTOMATICALLY: something that happens by itself.

REGISTERED: signed up, agreed to participate.

ASAP: as soon as possible.

UNIFORMS: clothes that are the same that are worn by people to show they are part of a group.

SUGGESTIONS: advice, opinions.

INCLEMENT WEATHER: very bad or dangerous weather.

CANCELLATION: when a planned event has to be postponed or stopped.

DELAY: when something happens later than planned.

DISMISSAL: the official ending of a school day.

CHECK: watch or listen to, investigate.

DETERMINED: decided.

Expansion Activity:

Ask the learner what he/she would do to find out if school hours would be changed because of bad weather. What are the differences between cancellation, delay and early dismissal?

Expansion Conversation:

Did the student wear a uniform to school as a child? What did it look like? Does he/she like the idea of wearing uniforms to school? Why or why not? What does the learner's child usually wear to school?

SCHOOL NEWS NOTES FOR JANUARY

- Students currently attending OLV School are automatically registered for the following year. **KINDERGARTEN** students **MUST BE REGISTERED FOR 1995-96 ASAP.** (We currently have 36 students registered!) Registration will be open to the general public on February 13th.

- Thank you to all the parents who have taken time to read and share their favorite stories with our Kindergarten and First Grade classes. You were wonderful!

- Again, a **BIG THANKS** to all who helped make our Christmas Program a wonderful memory for all of us.

- Questions about uniforms? Suggestions for next year? Attend Jan. 20th Principal's Coffee to chat with Kelley Gailey, P. J. McEvoy representative, after 9 a.m. Mass.

- *Inclement weather school cancellations, delays or early dismissals:* We follow SCASD. Check Channel 4 or local radio stations. **Cancellations are usually determined by 6 a.m.--Early Dismissals are determined by 11 a.m.**

LETTER FROM PARENTS TO TEACHERS

Description:

This is a letter from a preschool teacher to parents telling them about activities that will be happening in the near future.

Vocabulary:

LACK: scarcity, not enough.

COMPLAINING: saying negative things.

DISPLAY: to show.

AUTHOR: person who writes something.

JUST AROUND THE CORNER: in the near future.

SUPPLEMENT: to add to.

MOTIVATE: encourage; build enthusiasm.

GROUNDHOG DAY: a holiday at the end of winter when people predict how many more weeks it will take before spring arrives based on the actions of a groundhog (a furry mammal).

VALENTINES DAY: a holiday that celebrates love and friendship.

INTRO: introduction.

Cultural note:

This letter comes from a parochial school and ends with the words "God bless". Explain to the learner that one would probably not find that language in a letter from a public school because of the separation of church and state.

Expansion Activity:

Have learner read the letter silently, making a list of confusing vocabulary. Go over the learners list of words. Then have the learner read the letter out loud for pronunciation practice.

Expansion Conversation:

Discuss Groundhog Day and Valentines Day in more detail. Ask the student to tell you about holidays from their country that occur in winter or early spring.

From , Preschool Teacher --

Despite the lack of snow (I'm not complaining!) the children have been working very hard on their Winter Theme Books. Please ask them to "read" their books to you when they bring them home this week. We would like to display the books during Young Author's week in April so please return them to the classroom when you have finished enjoying them.

Our Grocery Store was a big hit in the housekeeping area. This month we will turn it into a Post Office. With Valentine's Day just around the corner, the children can "buy" stamps and mail their cards and letters. We will also have a Creative Writing table to supplement and motivate the children to write letters and stories. Please send in all Valentine cards by February 10.

Themes for February:

- Groundhog Day
- Chinese New Year
- Post Office - Valentine Day
- Intro to Woodworking
- Letters, K, L, M, N

God Bless,

SCHOOL CALENDAR ENTRIES

Description:

These are samples of typical entries in school calendars. Calendars are usually sent home at the beginning of the year.

Vocabulary:

HEARING SCREENING:	when children's hearing is tested at school.
PTA:	Parent Teacher Association
INSERVICE:	a day when children do not go to school, but teachers work at learning new skills or preparing new materials.
MAKE-UP DAY:	a day when children go to school after the regular school year is over, usually because they missed school earlier because the school closed for snow or bad weather.
MARTIN LUTHER KING JR. DAY:	a day that celebrates the life of a famous civil rights leader.
THANKSGIVING VACATION:	a vacation in late November where families get together to celebrate Thanksgiving, usually there is a big turkey dinner.
MARKING PERIOD:	a period during which a child's progress is evaluated before grades and progress reports go home.

Expansion Activity:

Discuss and explain the various entries and events with the learner. What are typical events that would be on a school country in his/her native country.

Expansion Conversation:

In the U.S. we have special holidays to celebrate the lives of Presidents Washington and Lincoln and Martin Luther King Jr. and Columbus. What heroes or statesmen are celebrated in the student's country. Why are they important?

10

NO SCHOOL for K-7 grade students
Parent Conferences

17

Park Forest Elementary Back-to-School Night, grades K-2, 7:30 p.m.

19

Health Screening, Fairmount Avenue

Junior High Band Concert, 7:30 p.m.

Park Forest Elementary PTA Meeting, 7:30 p.m.

24

NO SCHOOL
THANKSGIVING VACATION

27

Easterly Parkway PTO International Fun Night

Park Forest Elementary PTA Family Fun Night, 7 p.m.

Elementary progress reports issued

9

Inservice for Staff following the last day of school
First Make-Up Day

16

Martin Luther King, Jr.

18

First Grade Tree Planting Ceremony, High School North, 4:15 p.m.

Park Forest Elementary PTA Meeting, 7:30 p.m.

Seventh Grade Gray Choir and Band Concert, Junior High, 7:30 p.m.

19

End of Marking Period

24

Rep[illegible] Card Day
Gr 5&6 Tri[illegible] Museum
FS for SF[illegible] 7:30 [illegible] OLV Lib.

25

Hearing Screening
Grades K-3

BACK TO SCHOOL NIGHT FLYER AND ANNOUNCEMENT

Description:

These correspondence samples tell parents about an upcoming back to school night.

Vocabulary:

BACK TO SCHOOL NIGHT: an evening at the beginning of the school year when parents can meet their children's teachers and visit classrooms.

FLYER: an announcement that is designed to get people's attention.

ALL PURPOSE ROOM: a room that can be used for many things.

ANNUAL: yearly, happens every year.

PERTINENT: important.

UNITS: broad topics of study.

Expansion Activity:

Although parents do not have lots of time to speak with teachers on Back to School Nights, they usually have the opportunity to introduce themselves and ask a few general questions about their child. Have the learner write a little dialogue in which he/she would introduce him/herself to the teacher, ask two questions and end the conversation.

Expansion Conversation:

Has the learner ever been to a back to school night? What was it like? Was anything surprising? If the student has never been to one, what would he/she like to learn or see at a back to school night?

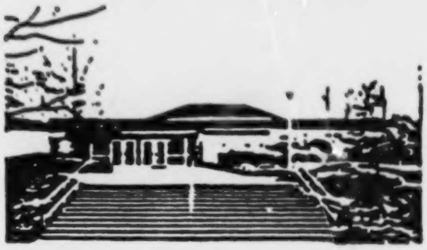
Park Forest Elementary

Back to School Nights

7:30 - 9:00 PM

All Purpose Room

State College Area School District
Park Forest Elementary School
2181 School Drive
State College, PA 16803
231-5010



September 30, 1994

Dear Parent/Guardian,

Greetings! Here we are again at the start of a terrific new school year and the time finds us ready for our annual "Back To School" nights to show off our PFE Penguin Pride to you. These evenings are offered to you so that you may find out pertinent information about our school, your child's teachers and the various units and programs that your child will be engaged in over the coming year. It is your opportunity to ask questions about the State College curriculum, homework policy, and the general operation of your child's classroom. We ask that children remain at home these evenings to allow us the time with you.

Our three different evenings of "Back To School" nights are:

Intermediate I & II (Grades 3 & 4)	*Tuesday, October 11th*
Upper Intermediate I & II (Grades 5 & 6)	*Thursday, October 13th*
Primary I & II (Grades 1 & 2)	*Monday, October 17th*

Time will be given for you to meet your child's Language Arts/Social Studies/Science teacher and your child's Math teacher. Teachers of Special Subjects (Art, Music, Physical Education, Library, Learning Enrichment, Chapter I, etc.) and I will be available to meet you. Refreshments will be provided by the PTA and will be served in the All Purpose Room after the classroom discussions. The evenings will end between 8:30 and 9:00 p.m.

MUSIC REGISTRATION FORM

Description:
This correspondence is a registration form. By filling out this form, parents may enroll their children in the school's instrumental music program.

Vocabulary:

REGISTRATION: to agree to participate in writing, to sign up.

ORIENTATION: a meeting where participants learn about what they will be participating in.

PRIOR: before.

TO ENROLL: to sign up, to register.

TO FILL OUT: to complete a form or application.

Expansion Activity:
On a transparency or photocopy, have the learner register a child in this program.

Expansion Conversation:
Did the learner learn to play a musical instrument as a child? Which instrument? Did the lessons take place at school? What instrument does the learner think his/her child might like to learn to play?

STATE COLLEGE AREA SCHOOL DISTRICT

Instrumental Music Registration Form

*** Please return this form to your teacher as soon as possible ***

Student name ______________________, Homeroom Number ________

Address ______________________ Age ______ Grade ________

____

Phone ________________ School attending ________________

Check desired instrument:

_____ Flute

_____ Oboe

_____ Clarinet

_____ Alto Saxophone

_____ Trumpet (Cornet)

_____ French Horn

_____ Trombone

_____ Baritone

_____ Drum

_____ Violin

_____ Viola

_____ Cello

_____ String Bass

All participating students must have their instruments by the week of October 3. An orientation lesson without instruments may be given in some schools starting September 26. All students will receive their lesson schedule from their school instrumental music teacher on or prior to September 23.

LIST OF SPECIALISTS AND SUPPORT SERVICES AT SCHOOL

Description:

These are some of the titles of people who work in a school who are not classroom teachers. This correspondence, along with the names of the individuals (which have not been listed here) goes home to parents to make them more familiar with the school staff and their functions.

Vocabulary:

SPECIALIST: someone who has a very specific skill, usually requiring specialized training or studies.

SUPPORT SERVICE: a job or occupation in a school that helps teachers and specialists.

TITLE: the name of an occupation or job.

STAFF: all of the people who work together at a work place.

RECEPTIONIST CLERK: a person who answers the phones and greets visitors.

PARAPROFESSIONAL: someone who helps the main teacher.

CAFETERIA MANAGER: the person who supervises the cafeteria.

DENTAL HYGIENIST: someone who specializes in teeth and their care.

LEARNING ENRICHMENT: someone who specializes in learning methods for very advanced children.

PRINCIPAL: the director of the school.

COUNSELOR: someone who specializes in helping children with concerns not related directly to learning.

SPEECH & LANGUAGE: someone who helps children who need help with speaking.

ESL: someone who helps children who do not speak English as their native language.

SPECIALISTS

Learning Enrichment

Librarian

Math/Science/Technology
Curriculum Support

Vocal Music

Instrumental Music

Nurse

Physical Education

Principal

Psychologist

Speech & Language

Language Arts/Social Studies
Curriculum Support

Computer Specialist

Counselor

Dental Hygienist

ESL

3

SUPPORT SERVICES

Secretary

Office Receptionist Clerk

Instructional Paraprofessionals

Library Paraprofessional

Art Paraprofessional

Computer Paraprofessional

Cafeteria Manager

Cafeteria Workers

Custodians

2

DESCRIPTION OF INSTRUCTIONAL UNITS

Description:

This correspondence notifies parents of the broad areas of study their children will be learning about.

Cultural note:

Instructional units are subjects of study. Teachers try to integrate the different disciplines: reading, writing, social studies, etc... into the study of these units so that as students learn more about a subject, they are also practicing and learning new skills from different disciplines.

Expansion Conversation:

What are some specific things the learner enjoyed learning about as a child? What are some things the learner's child is interested in?

Park Forest Elementary Instructional Units 1994 - 95

Primary Divisions (1st & 2nd Year)

School and I

Children of the British Isles

Prehistoric Life

Land of Make Believe

An American Album

Intermediate Divisions (3rd & 4th Year)

African Safari

Pennsylvania Story

Voyages of Discovery

Medieval Pageant

HEALTH SCREENING NOTICE

Description:

This correspondence was taken from a school handbooks. It informs parents of health screenings their children will receive at school.

Vocabulary:

HEALTH SCREENING: a health examination or test.

TO SUPPLEMENT: to add to.

TO SUBSTITUTE: to replace with, to use something in place of something else.

TO PROVIDE: to give, to offer.

DENTAL: relating to teeth.

COLOR VISION: a test to determine whether a child has trouble seeing colors.

TUBERCULOSIS: a serious contagious respiratory disease.

SCOLIOSIS: a problem with spinal development.

Expansion Activity:

Health examinations are often a cause of concern for children. In order to prepare their children for a health screening, parents may want more information about the exam. Have the learner make a list of some specific questions he/she may want to ask the school nurse.

Expansion Conversation:

How is health care in the U.S. different from health care in the learner's native country? What did the learner find surprising or confusing when visiting doctors here?

STUDENT HEALTH

Health Screening Program

School health services supplement, but are not a substitute for, the health care which parents provide for their children. School services devote attention to student health problems and encourage parents to use the services of their physicians, dentists, and community agencies when attention is needed.

The following health services are provided:

Dental Inspection (Kindergarten, Grade 1, and all new students)

Dental Prophylaxis (Grade 2)

Physical Examination (Kindergarten, Grade 6, and all new students from out-of-state who were not examined in the appropriate preceding grade.)

Hearing (Kindergarten through Grade 3)

Height and Weight (All grades)

Vision (All grades)

Color vision (Kindergarten and new entries not previously screened)

Tuberculosis Tine Test (Given every three years, kindergarten and Grade 9)

Scoliosis Screening (Grade 6)

PARENT-TEACHER CONFERENCE NOTICE

Description:

This correspondence was taken from a school handbook. It tells parents how and when parent-teacher conferences are scheduled.

Vocabulary:

TO SCHEDULE: to find a time for, to make an appointment.

TO COINCIDE: to happen at the same time as.

AT THE DISCRETION: when someone thinks something is necessary or important.

Expansion Conversation:

What are some reasons that a parent may want to meet with a child's teacher in addition to a scheduled parent-teacher conference? Has the learner been to a parent-teacher conference? What was it like?

Parent-Teacher Conferences

Parent-teacher conferences for students in grades 1-6 are scheduled to coincide with the first progress report. In addition, conferences may be scheduled at any time during the school year at the discretion of the teacher and the parents.

Conferences for kindergarten students are scheduled for the first day of school in September. Other kindergarten conferences are scheduled for November and May.

PRIMARY DIVISION PROGRESS REPORT

Description:

This is a sample of portions of a progress report. Different schools will use different forms.

Vocabulary:

PROGRESS KEY: explanation of symbols used to show progress.

CONSISTENTLY: always, continuous and stable.

ACCEPTABLE: satisfactory.

IS DEVELOPING: is showing improvement or progress.

LISTENING SKILLS: ability to understand information through listening.

HANDWRITING SKILLS: ability to write letters and numbers.

PUNCTUATION: ability to understand and use periods, commas, etc...

VOCABULARY: knowledge of words and their meanings.

ORAL READING: reading out loud to others.

SILENT READING: reading silently to one's self and understanding what is being read.

HANDS-ON EXPERIENCES: learning experiences where children are physically involved, such as building.

CURIOSITY: asking questions, wanting to learn about new things.

TO EXCEED: to go beyond.

EXPECTATIONS: what one is expected to do, what others think one should do.

INDEPENDENTLY: by one's self, without help from others.

TO COOPERATE: to help or to participate.

TO PARTICIPATE: to join in or take part in an activity.

WISELY: intelligently.

ATTENTIVELY: concentrating, paying attention.

TO TAKE CARE OF: to protect.

NEAT: tidy, orderly.

ASSUMES RESPONSIBILITY: takes responsibility, doesn't depend on others.

POSITIVE ATTITUDE: optimistic, enthusiastic.

SELF-CONTROL: to control one's actions and emotions, self-discipline.

TO INTERRUPT: to disturb, to stop someone from doing what they were doing.

TO SHOW CONCERN: to show empathy or sensitivity.

TO SHARE: to divide something so that someone else can have it also

Expansion Conversation:
If the learner's child was very disappointed in a progress report, what are some of the things the learner would do to try to help him/her?

PROGRESS KEY

☑ Consistently doing acceptable work

⊟ More progress is needed

⌃ Making progress, but work is not always acceptable

☒ Not currently taught

LANGUAGE ARTS	1	2	3	4
Is Developing:				
Listening Skills				
Handwriting Skills				
Age-Appropriate Spelling				
Correct Use of Word and Sentence Form in Writing				
Correct Punctuation				
Appropriate Use of Capital Letters				
Word Identification Skills				
New Vocabulary				
Oral Reading Proficiency				
Silent Reading Proficiency				
Investigative and Study Skills				
Uses Oral Language Appropriately				
Expresses Ideas Well In Writing				
Understands What is Read				

MATHEMATICS	1	2	3	4
Is Developing Skills and an Understanding of Basic Concepts In:				
Problem Solving				
Systems of Numeration (counting/place value)				
Integer Operations (addition/subtraction)				
Rational Numbers (fractions)				
Measurements				
Geometry (shapes and relationships)				
Organization/Interpretation of Data (graphs and charts)				
Technology (computers and calculators)				

SCIENCE	1	2	3	4
Is Developing Observational Skills				
Responds Positively to Hands-On Experiences				
Is Developing an Understanding of Basic Skills				
Expresses Curiosity and Interest				

SOCIAL STUDIES	1	2	3	4
Is Developing Skills and an Understanding of Basic Concepts				
Uses Information to Solve Problems				

LANGUAGE ARTS	3	4
Exceeds District expectations for year in school		
Meets District expectations for year in school		
Does not meet District expectations for year in school		

MATHEMATICS	3	4
Exceeds District expectations for year in school		
Meets District expectations for year in school		
Does not meet District expectations for year in school		

WORK HABITS	1		2		3		4	
	LA	M	LA	M	LA	M	LA	M
Works Independently								
Cooperates in Group Activities								
Participates in Class Discussions								
Uses Time Wisely								
Listens Attentively								
Follows Directions								
Takes Care of Materials								
Does Neat and Careful Work								
Completes Assignments on Time								

SELF MANAGEMENT SKILLS	1		2		3		4	
	LA	M	LA	M	LA	M	LA	M
Assumes Responsibility								
Shows a Positive Attitude								
Respects the Property of Others								
Practices Self-Control								
Listens Without Interrupting								
Organizes Materials and Work								
Shows Concern for the Feelings of Others								
Follows School and Safety Rules								
Shares with Others								

ESL PROGRAM DESCRIPTION

Description:

This correspondence describes a school's English as a Second Language program to parents. It tells parents how children will be chosen for the program, the length of time children will meet with the teacher and some expectations that the teacher will have for the students.

Vocabulary:

APPROPRIATE: correct.

TO BE GROUPED: to form groups of people, usually with things in common.

TO VARY: to differ.

TO PROVIDE: to give.

FOCUS: a concentration.

TO POSSESS: to have.

SUFFICIENT: enough.

WORKBOOKS: books that a learner can write in for learning purposes.

WEEKLY READER: a newspaper designed for children.

THROUGHOUT: during.

TO REPLACE: to exchange something with something else.

Expansion Conversation:

Along with learning a second language, there are many other new things that a child must get used to when going to a new school in a new country. What do you think will be difficult for the learner's child? What changes were different for the learner?

THE ENGLISH AS A SECOND LANGUAGE (ESL) PROGRAM

1) At the beginning of each school year (or when your child arrives) every ESL child will be tested to see if English instruction is necessary. If a student requires ESL services, the student will then be placed in an appropriate instructional group based on his/her level of understanding -- Beginning, Intermediate, or Advanced). The students will be grouped with children of the same age or grade level, if possible.

2) The students will attend an ESL class (in small groups of 3 - 5 students) for approximately 45 minutes per day (30 minutes for kindergarten). this will take place in the ESL classroom.

3) The length of time a child spends in the ESL program will vary from student to student; however, most students require a full nine months in the program. If a child needs additional help the following school year, ESL instruction will then be provided.

4) The ESL students will be given four language progress reports (which will be sent home with their homeroom teacher's reports). The first language progress report will be explained and given to the parent at the first parent-teacher conference in November.

5) The main focus of the ESL program is to develop the child's listening, speaking and language development. When the child possesses sufficient English oral language, the classroom teacher is then responsible for introducing the ESL child to the usual reading, writing and spelling program.

6) The ESL student will be given various workbooks, Weekly Readers and work packets throughout the year. It is very important that these materials be kept neat and not destroyed. If a child should lose a workbook, that child may be asked to replace it by buying a new one.

7) When your child brings his/her homework home, please feel free to help them with their assignments (but let him/her do most of the work). Please help your child to remember to bring his/her homework to school the following day.

CHAPTER 17

TIPS FOR PARENTS FROM PARENTS

HELPING CHILDREN MAKE THE TRANSITION

Parents may want to give their child the opportunity to get involved in an activity that he was good at in his/her native country (such as a sport or hobby). It will give the child an opportunity to shine outside of the classroom where language skills are so important and to make friends with other children.

Allowing a child to watch children's television shows that are acceptable to parents will help the child to absorb even more English and give him/her one more thing in common with peers.

If a child is having trouble making friends, bring it to the teacher's attention. She may be able to arrange a friendship group or buddy system for the child to accelerate new friendships.

Children are particularly concerned with details such as location of bathrooms, classrooms, where to catch the bus, etc... If possible visit the school before the year begins to study the location of these things and get rid of fears.

Encourage the child to write important information, such as homework assignments, etc... down in a little notebook to minimize misunderstandings.

It is exhausting to spend a day trying to understand and function in a new language. Parents may want to give their child some extra time to relax after school before beginning homework.

There are many relaxing and fun ways that parents can help their children improve English. Children will absorb their new language by looking at books, watching television, listening to music and playing alongside English-speaking children at a playground.